



This is a digital copy of a book that was preserved for generations on library shelves before it was carefully scanned by Google as part of a project to make the world's books discoverable online.

It has survived long enough for the copyright to expire and the book to enter the public domain. A public domain book is one that was never subject to copyright or whose legal copyright term has expired. Whether a book is in the public domain may vary country to country. Public domain books are our gateways to the past, representing a wealth of history, culture and knowledge that's often difficult to discover.

Marks, notations and other marginalia present in the original volume will appear in this file - a reminder of this book's long journey from the publisher to a library and finally to you.

Usage guidelines

Google is proud to partner with libraries to digitize public domain materials and make them widely accessible. Public domain books belong to the public and we are merely their custodians. Nevertheless, this work is expensive, so in order to keep providing this resource, we have taken steps to prevent abuse by commercial parties, including placing technical restrictions on automated querying.

We also ask that you:

- + *Make non-commercial use of the files* We designed Google Book Search for use by individuals, and we request that you use these files for personal, non-commercial purposes.
- + *Refrain from automated querying* Do not send automated queries of any sort to Google's system: If you are conducting research on machine translation, optical character recognition or other areas where access to a large amount of text is helpful, please contact us. We encourage the use of public domain materials for these purposes and may be able to help.
- + *Maintain attribution* The Google "watermark" you see on each file is essential for informing people about this project and helping them find additional materials through Google Book Search. Please do not remove it.
- + *Keep it legal* Whatever your use, remember that you are responsible for ensuring that what you are doing is legal. Do not assume that just because we believe a book is in the public domain for users in the United States, that the work is also in the public domain for users in other countries. Whether a book is still in copyright varies from country to country, and we can't offer guidance on whether any specific use of any specific book is allowed. Please do not assume that a book's appearance in Google Book Search means it can be used in any manner anywhere in the world. Copyright infringement liability can be quite severe.

About Google Book Search

Google's mission is to organize the world's information and to make it universally accessible and useful. Google Book Search helps readers discover the world's books while helping authors and publishers reach new audiences. You can search through the full text of this book on the web at <http://books.google.com/>

Air Force SERVICE MANUAL

OF THE

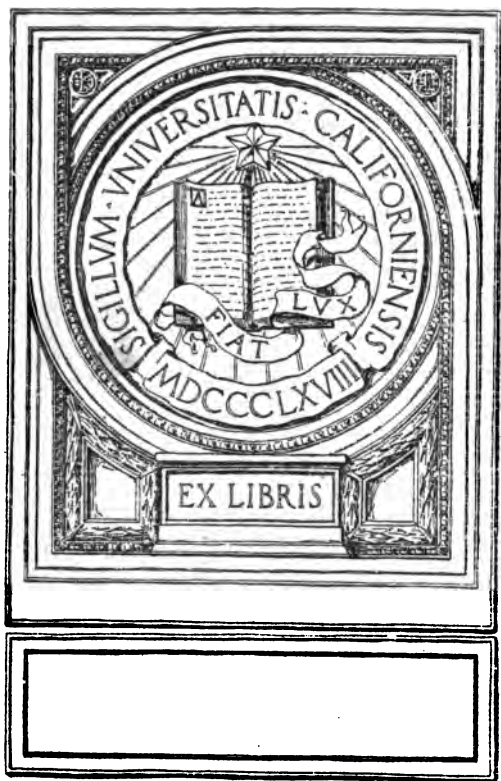
ENGINE AND Allied Subjects

UC-NRLF



\$B 269 770

YB 08416



A CIVIL SERVICE MANUAL

BY

JOSEPH A. EWART
Phillips School, Salem, Mass.

W. STANWOOD FIELD
Director Evening and Continuation Schools,
Boston, Mass.

ADELBERT H. MORRISON
Mechanic Arts High School, Boston, Mass.

VOLUME II

English and allied subjects including Plain Copy,
Rough Draft, Copying and Correcting Manu-
script, Punctuation, Comparison of
Addresses, Letter Writing and
Model Letters, Report Writing,
Abbreviations, Stenogra-
phy and Typewriting

THIRD EDITION

THE HOME CORRESPONDENCE SCHOOL
SPRINGFIELD, MASSACHUSETTS

1911

716
E8

COPYRIGHT, 1908 AND 1911
BY THE HOME CORRESPONDENCE SCHOOL
SPRINGFIELD, MASS.

TO THE
ADMINISTRATIVE

BOARD

PREFACE

With the rapidly increasing popularity of Civil Service as an institution, the number of applicants for examination has passed high into the thousands. Whatever ability and training the applicant may have, to secure a rating that shall obtain an appointment, a thorough familiarity with, and preparation for the examination is necessary.

Much time and energy is misspent by the one who seeks to refresh his memory by cramming through the ordinary text-book, and even then the discipline most needed has not been acquired. This has been so thoroughly appreciated by individuals endeavoring to prepare themselves, and by large classes in public and private evening schools, correspondence schools, and associations, whose dependence was entirely upon their instructor's familiarity with the examinations, that there is a strong demand for a series of books which shall familiarize the applicant with the form and method of the examination, avoid the use of technical terms, and direct him in the study of only such matter as is necessary for his use.

The series, of which this book is one, consists of three books, the first dealing with arithmetic, the second with English and allied subjects, the third with geography, railway mail, and spelling. These books are, as the name implies, published for the express purpose of meeting the demands of Civil Service examinations, whether federal, state, or city, and, in the subjects treated, will be found to contain all material necessary to achieve the same success as has attended the many hundred members of our civil service classes in evening schools, for whose use this material was originally prepared.

These books are adapted to self-instruction, as well as to individual, class, and correspondence study under the guidance of a teacher.

GENERAL DIRECTIONS

In preparing for Civil Service examinations, whether federal, state, or city, the candidate should first communicate with the Commission by whom he is to be examined, and secure his application forms, together with all pamphlets of information which the Commission issues.*

As soon as his application is filed, the applicant should find out the exact requirements of his particular grade, and then make specific preparation for those requirements and no others. No one grade of examination requires all of the subjects treated in this manual.

Candidates are allowed to take the same examination repeatedly, but not oftener than once a year. By availing himself of this fact, a candidate may take an examination, after having once passed in the same grade, for the purpose of improving his rating; or he may take his examination before he is fully prepared, in order to become acquainted with its forms and methods, with the intention of repeating the examination for a higher rating at some future time.

* These pamphlets, which are sent upon request, give details of information which are modified from time to time, and which are therefore not printed here. They also give specimen examination papers in the various grades, and the requirements as to height, weight, age, etc.

TABLE OF CONTENTS

I.	Punctuation	9
II.	Dictation	17
III.	Penmanship	18
IV.	Synonyms	20 -
V.	Homonyms	22 -
VI.	Correct Use of Words	25 -
VII.	Letter Writing and Composition	35
VIII.	Subjects for Letter Writing and Composition	47
IX.	Report Writing	52
X.	Plain Copy	61
XI.	Rough Draft	69
XII.	Copying and Correcting Manuscript	86
XIII.	Reading Addresses	90
XIV.	Abbreviations	101
XV.	Stenography	104
XVI.	Typewriting	112

PUNCTUATION

Correct punctuation is based upon certain principles, but so much freedom is allowed the writer in the application of those principles that any text upon the subject, at its best, is but unsatisfactory.

The object of punctuation is to enable the reader to interpret more easily and more surely the meaning of the writer. Recent English requires much less punctuation than the older styles because sentences are made much shorter.

In the following chapter the authors do not present an exhaustive or even a complete treatise of the subject, but rather such fundamental principles as the competitor can learn with ease and use with facility, and such as he will find entirely sufficient for his uses.

CAPITALS

The following should begin with capital letters:

The first word of every sentence. (No illustration necessary.)

The first word of a line of poetry,

“All are architects of fate,
Standing in these walls of time.”

Proper names,

George Williams; Massachusetts; Rome; Mary; the White House.

Proper adjectives,

Roman; Arabic.

Days of the week,

Monday; Tuesday; Saturday.

Months of the year,

March; July; September.

Pronoun “I.” (No illustration necessary.)

Interjection “O,”

O the struggle!

Names referring to the Deity,
 It is His power that overshadows thee.
 A kind Providence watches over us.

Nouns personified. (Inanimate objects spoken of as persons),
 "The weaver Winter her shroud had spun."

North, East, South, West, when referring to a **section** of the world or its people, but not when indicating direction.
 The South is progressing rapidly.
 The wind is south.

The first word of a formal quotation,
 Sheridan said, "Turn, boys, we're going back."

When a quotation is introduced by "if" or "that," the capital is not used.

"Who said that it is hard for an empty bag to stand upright?"

When a quotation consists of only a part of a sentence the capital is not required.

He often uses the words "optimism" and "pessimism."

Distinguished titles,
 The President received them in the East Room.
 Patrick A. Collins, Mayor of Boston.

Names of important historical events,
 The Reign of Terror.
 The Boston Tea Party.

THE PERIOD

A period should be placed at the end of every complete sentence unless an interrogation point or an exclamation point is required. (See "Exclamation Point" and "Interrogation Point.")

A period is used at the end of an abbreviation. In such cases it does not take the place of other marks of punctuation unless the abbreviation is at the end of the sentence.

James Smith, Esq., was born in Louisville, Ky.
 Boston, Mass., April 1, 1908.

THE INTERROGATION POINT (?)

The interrogation point is used at the close of every question. Carelessness in omitting this mark is a common fault. It is not

difficult to determine where it is required;—the difficulty consists in the above mentioned want of care.

Example

What is the capital of North Dakota?

THE EXCLAMATION POINT (!)

The exclamation point is used after such expressions as:

Oh! Ah!

"What a piece of work is man!"

How folks do talk of it!

"All hail, ye patriots brave!"

THE COMMA (,)

The comma is more frequently used than all other marks of punctuation combined, but it should not be employed unless there is a distinct break in the thought, change in the construction, or a series of expressions of the same rank. The fact that a sentence is long is no indication that any mark of punctuation is required.

For example: (Break in the thought.) It was a bleak November day; the gray clouds hung low o'er the leafless wood; and the farmer, standing in his doorway, foretold the approaching storm.

(Change in construction.) In the meadow where the brook runs, the wild duck reared her young.

(Series of expressions.) "Sink or swim, live or die, survive or perish, I give my hand and my heart to this vote."

(No punctuation required.) But the greatest task was yet to be performed by the few enthusiastic followers who had painfully labored over four thousand miles to find themselves where there was promise of little food and no comfort.

In determining where to punctuate, the competitor must carefully consider the thought which he wishes to convey, determine where the breaks occur and where he naturally pauses in his reading, and then use such punctuation as will enable the one who is unfamiliar with the manuscript to interpret correctly his meaning. (See relation of comma, semicolon, and colon, page 13).

Examples (Punctuated)

I. Theories are everywhere, on every subject, enterprise, and phenomenon, theories true and false, wise and unwise, audacious and crazy.

II. We visited Abbotsford, the home of Scott.

III. The vanity, the ambition, or the pride of some men keeps them always in trouble.

IV. A number of horses, together with a large amount of other property, were stolen.

V. Speak as you mean, do as you profess, and perform what you promise.

Examples (To be punctuated)

I. No man can stand higher than he with the South the West the North and the East all for him

II. Mr Speaker with pleasure I second the resolution

III. His triumphs his successes his brilliant achievements have drawn the eyes of the people toward him

IV. Fortified with irresistible logic protected with the shield of indomitable courage and armed with the battleaxe of parliamentary law he never knew defeat

V. You are a parent or a child a brother or a sister a husband or a wife a friend or an associate of some kindred soul

THE SEMICOLON (;)

The semicolon is often used before such introductory expressions as; **namely, that is, and such as.**

The semicolon is most frequently used in sentences which contain commas and where attention is directed to a pause at which a more decided separation is required;—if the connection is still more remote a colon should be used. In general, the writer must use his own judgment in deciding whether a comma or a semicolon should be employed. (See relation of comma, semicolon, and colon, page 13.)

Example

There are several grades of examination; namely,— *

THE COLON (:)

The principal use of the colon is in the salutation of a letter and after such introductory expressions as, **thus, the following, as follows, to wit, for example, and in these words.**

The colon is used in sentences which contain commas and semicolons and where attention is directed to a pause at which a more decided separation is required. (See relation of comma, semicolon, and colon.)

Examples

Dear Sir:

To write your letter, proceed as follows: first make your outline, etc.

THE COMMA, SEMICOLON, AND COLON

The comma, semicolon, and colon are used to separate the parts of a sentence. The comma is ordinarily used to separate the parts into which the sentence is naturally divided.

For example: Civil Service Reform was largely a result of Jackson's policies. (No separation needed.)

Civil Service Reform was largely the result of Jackson's policies, of Garfield's assassination, of Cleveland's sagacity, and of popular antipathy for the "Spoils System." (Commas needed.)

If, however, the parts themselves need to be divided, they should be separated from each other by semicolons, and within themselves by commas.

For example: Civil Service Reform was largely the result of Jackson's policies; of Garfield's assassination, an event which awakened the people to the danger from office-seekers; of Cleveland's sagacity, resulting in the passage of more Civil Service legislation; and of popular antipathy for the "Spoils System."

If the parts need further division, such division should be indicated by commas; semicolons will take the place of commas previously used, and colons will replace the semicolons.

For example: Civil Service Reform was largely the result of Jackson's policies: of Garfield's assassination; an event which awakened the public, but too late, to the danger from office-seekers: of Cleveland's sagacity; resulting in the passage of more Civil Service legislation, designed to bring within its scope a larger number of office-holders: and of popular antipathy for the "Spoils System."

NOTE: The above example is intended to show the use of the comma, semicolon, and colon; and their relation to each other in the same sentence. The composition would be improved by division into shorter sentences.

Examples (Punctuated)

I. Coleridge divided readers into four classes: "The first is like an hour-glass; their reading runs in and runs out, and leaves not a vestige behind; the second resembles a sponge, it imbibes everything; the third, like a jelly bag, allows all that is pure to pass away; and the fourth, casting aside what is worthless, like the diamond diggers of Africa, preserve only the pure gem."

II. Let me call your attention to the three following states: Maine, the most northern; Florida, the most southern; and California, the most western.

III. "What a piece of work is man: how noble in reason; how infinite in faculties; in form and movement, how express and admirable; in action, how like an angel; in proportion, how like a God!"

QUOTATION MARKS (" ")

The exact words of another should be enclosed in quotation marks.

Goethe said, "He who is firm in will moulds the world to himself."

When the exact words of another are introduced by "that," "unless," "because," "if," etc., the quotation is enclosed in quotation marks, but the first word is not capitalized.

Goethe said that "he who is firm in will moulds the world to himself."

When the exact words of another are not used and only the substance is given, no quotation marks are required.

She said that I must go. (Without quotation marks.)

She said, "You must go." (With quotation marks.)

When words not a part of the quotation are inserted within the quotation, each part of the quotation must be enclosed with quotation marks and the words inserted must be set off by commas.

"This," he said, "is all that I can say."

When a quotation necessitates the writing of several paragraphs, quotation marks are placed **before** each paragraph and **after** only the last paragraph.

Words quoted within a quotation are enclosed in single marks (' ').

In his speech he said. "I close with the words of Holmes, 'One flag, one land, one heart, one hand, one Nation evermore!'"

If an author's name follows his words no quotation marks are needed around the extract itself.

Charm strikes the sight but merit wins the soul.

—Pope.

THE APOSTROPHE (')

Possession is usually shown by adding an apostrophe and the letter "s" to the name of the possessor.

Mary owns a hat. It is Mary's hat.

Names which end with the sound of "s" or "z" may be made to show possession by adding an apostrophe only. (Most plural nouns end in the sound of "s" or "z.")

Mr. Moses' sermon was well received.

They camped in the soldiers' tents.

It was all for righteousness' sake.

The horses' sagacity saved him.

The above method is not uniform. The agreeableness of the sounds and usage in general, must determine how the apostrophe shall be used to indicate possession.

This is Charles's sword.

It was at the princes's reception.

An apostrophe should not be used in the words "its," "his," "hers," "theirs" and "yours."

The lameness is in its foot.

When in doubt as to how the possessive should be formed, remember that one may often use the name of the possessor with "of" and thereby convey the same meaning.

It was for conscience(?)s sake. It was for the sake of conscience.

The apostrophe is used in words to show that a letter or letters have been omitted.

"doesn't" for "does not."

"ne'er" for "never."

"I've" for "I have."

"'tis" for "it is."

THE HYPHEN (-)

The hyphen is used to join the parts of a compound word, and after a syllable at the end of a line when the remainder of the word is in the next line.

NOTE: Words which are divided at the end of a line must be separated only between syllables. The following words, for example, should be divided only where the hyphens are placed: A-chieve-ments, sys-tem-a-tic, meth-od-i-cal, cel-e-bra-ted, de-ter-mined.

Examples

- I. Hail ye heroes, heaven-born band!
- II. The heavens declare the glory of God, and the firmament showeth his handiwork. Day unto day uttereth speech and night unto night showeth knowledge.
- III. My father-in-law always wears a pepper-and-salt suit.

THE DASH (—)

A dash is used when a sentence is left unfinished or there is an unexpected turn in the thought, and often after such introductory expressions as **namely, that is, and such as.**

But I must first—

There was no malice in his heart—no mortgage on his house.

There is but one way to prepare for Civil Service examinations; that is,—by diligent application to study.

THE CARET (^)

The caret is used to show the place where some letter, word or phrase is to be inserted. (For examples see "Rough Draft," p. 60.)

THE PARENTHESIS ()

The parenthesis is used to set off expressions which may be omitted without injury to the sense of the sentence.

Examples

- I. My manual was in my pocket (as it always is), ready for instant use.
- II. Received of James Roumainiere fifty (50) dollars, on account

DICTATION

This subject can be pursued with most practical results by securing someone to dictate to the competitor. The best subject matter is to be found in magazine articles and newspaper editorials. Begin by dictating about ten words per minute in the following manner.

Separate the section to be dictated into groups of five words each and dictate every half minute as near this number as the natural pauses will allow.

As the competitor is able to take the dictation faster, increase the number of words in a group until twenty or twenty-five words can be taken per minute. This speed is entirely sufficient and practice can then be directed to the development of absolute accuracy and excellent penmanship.

A useful exercise in this connection is to have a second person read some short quotation and then have the competitor repeat it, the length of the quotations being increased until the competitor can repeat a selection of from thirty to fifty words from one reading.

There is no short way in which to secure proficiency in this subject; but continued practice, close application, and sufficient time are sure to produce the desired speed and accuracy.

NOTE: In practicing dictation one should allow periods of rest between selections, and the selections, at first, should not be long. The mind unpracticed in this exercise will soon tire and then the practice does no good.

For exercises in dictation see "Stenography" pages 91 to 98.

PENMANSHIP

This subject forms an important part of each examination. Legibility and speed are necessary. Legibility requires uniformity as to size, slant and spacing. Speed is the result of persistently training the writing muscles and of keeping them in practice.

In attempting to improve his penmanship the student should first select some acceptable standard and bring himself to realize that his results will be commensurate with the length and thoughtfulness of his practice. To scribble aimlessly on paper, thinking to call it practice is time worse than wasted. Good penmanship practice involves hard work and hard thinking.

PENHOLDING

Hold the pen lightly between the thumb and the first two fingers, the first finger resting on the top of the holder and the upper part of the holder resting against the first finger at the knuckle joint. The holder should cross the second finger at the top of the nail. The thumb should keep the holder in place from a point **behind** and **above** the end of the first finger.

The arm should rest easily upon the desk, all weight being supported upon the muscles just below the elbow, and upon the nails of the third and fourth fingers.

POSITION

Sit nearly upright, facing the desk, with forearms at right-angles with each other. The left hand should rest upon the paper, which is placed at such an angle that the slant of the writing is at right-angles with the edge of the desk.

MOVEMENT

Clear, smooth lines are the result of easy movement. A free and regular movement should be cultivated. Try to write without bending the thumb joints. When this can be done there is move-

ment. Practice this until it joins with the natural movement of the fingers and then you have a combination of the two which is the true movement of graceful writing, as it does not overtax either of these sets of muscles.

LEGIBILITY

See that all letters that should rest upon the line, actually do it. See that all similar letters are of exactly the same height. See that all down strokes are of exactly the same slant. These things mean legibility. "What slant" and "what height" are not so important as "the same slant" and the "same height."

SPEED

Speed comes from correct position, and correct movement, long practiced. The muscles must be trained to do this work almost involuntarily. This takes time and labor.

Twenty words per minute is good speed.

PRACTICE

Practice movements making copies double their usual size, first in air to insure free movement and then on paper, afterward reducing them to normal size. More time will be required upon the **even slant** and **even height** of small letters than upon anything else. Capitals should be made comparatively small and without flourishes. Flickinger's "One Hundred Writing Lessons," regarded by many expert penmen as the finest set of copy slips that has ever been published, may be had of The Home Correspondence School, Springfield, Massachusetts, postpaid, for \$1.00. Any who are especially interested in improving their penmanship would be certain to find this excellent set of exercises a very great help.

SYNONYMS

In order that one's composition may not seem set or tiresome by reason of the frequent repetition of the same word, one must have some knowledge of words of similar meaning that may be substituted for each other. Such words are called synonyms.

For example, compare the following sentences:

1st. The officer was so thoroughly angered by the soldier's carelessness that his anger knew no bounds, and he angrily ordered him to the guard house. He should have controlled his anger, for the time will never come when all soldiers cease to be careless.

2nd. The officer was so thoroughly exasperated by the soldier's carelessness that his indignation knew no bounds and he angrily ordered him to the guard house. He should have controlled his wrath, for the time will never come when all soldiers cease to be careless.

and:

1st. After he had constructed the house, the contractor began to construct the stable. The construction of the buildings took a long time, for they were thoroughly constructed.

2nd. After he had completed the house, the contractor began to build the stable. The erection of the buildings required a long time, for they were thoroughly made.

and:

1st. The undertaking was his first undertaking at anything so serious, but notwithstanding the fact that he undertook to do his best, his undertaking brought only dismal failure.

2nd. The undertaking was his first attempt at anything so serious, but notwithstanding the fact that he strove to do his best, his endeavor brought only dismal failure.

and:

1st. "Why do you not answer me?" he asked. "I have answered you," he answered. "Yes, but your answer is another question and that will not answer."

2nd. "Why do you not answer me?" he asked. "I have answered you," he replied. "Yes, but your reply is another question and that is not satisfactory."

The following are illustrative synonyms:

- 1 Glad, happy, joyous, pleased, delighted.
- 2 Prolong, lengthen, extend.
- 3 Room, space, ground, locality.
- 4 Address, accost, greet, salute.
- 5 Effect, result, consequence, issue.
- 6 See, perceive, behold, look, discern.
- 7 Seem, look, appear.
- 8 Restrain, check, repress, hinder, limit, restrict.
- 9 Letter, epistle, note, message.
- 10 Lay, place, put, set down.
- 11 Decide, determine, fix, settle.
- 12 Change, vary, alter, modify.
- 13 Trust, faith, confidence, reliance, belief.
- 14 Relate, tell, recite, narrate, rehearse, report.
- 15 Fast, firm, secure, fixed.
- 16 Pay, wages, salary, recompense.
- 17 Tired, weary, fatigued, worn out.
- 18 Present, give, offer, bestow.
- 19 Genuine, authentic, real, true, pure.
- 20 Get, gain, procure, acquire, earn, obtain.

With the aid of your dictionary, make a similar list of synonyms for the following words:

- | | | |
|-------------|--------------|--------------|
| 1 excel | 13 necessary | 25 busy |
| 2 pursue | 14 say | 26 hard |
| 3 accident | 15 decide | 27 event |
| 4 recommend | 16 rise | 28 confident |
| 5 endeavor | 17 ability | 29 view |
| 6 receive | 18 feeble | 30 toil |
| 7 brief | 19 listen | 31 seldom |
| 8 encourage | 20 fierce | 32 make |
| 9 avoid | 21 accept | 33 inquire |
| 10 excite | 22 large | 34 hinder |
| 11 prompt | 23 brave | 35 expense |
| 12 disease | 24 cease | |

In writing your letter or composition, use special care to avoid frequent repetition of a word. In this connection, a knowledge of synonyms is necessary.

HOMONYMS

Homonyms are words that have the same sound but different meanings.

Examples

- 1 There, denoting place.
He will be there.
Their, denoting possession.
Her parents gave their consent.
- 2 Pane, a portion of glass.
The window-pane was broken
Pain, suffering.
The pain was unbearable.
- 3 Principal, chief.
Lumbering is the principal industry.
Principle.
The Americans fought for a principle.
- 4 Capital, a town which contains the seat of government.
Denver is the capital of Colorado.
Capitol, a public edifice.
The Capitol is on the hill.
- 5 To, in the direction of, as far as.
The letter came to me.
Two, one more than one.
They had two doctors.
Too, in excess.
It is too much.

Write sentences using the following homonyms:

- 1 Fare, cost of passage.
Fair, clear.
- 2 Meet, to come together.
Meat, flesh.

- 3 Hour, portion of time.
Our, belonging to us.
- 4 Plane, a tool used by carpenters
Plain, a level place, or evident.
- 5 Write, to express by letters.
Right, correct.
- 6 Ought, to be under obligation.
Aught, any part or thing.
- 7 Ore, rock containing metal.
Oar, implement for propelling a boat
O'er, short form of over.
- 8 Hear, to recognize from sound
Here, in this place.
- 9 New, not old.
Knew, did know.
- 10 Piece, a part.
Peace, quiet.

Find homonyms for the following words and use them all in sentences:

- | | | |
|------------|-----------|---------------|
| 1 seller | 21 hail | 41 bail |
| 2 berry | 22 rain | 42 candid |
| 3 waist | 23 kernel | 43 assistance |
| 4 week | 24 idle | 44 assent |
| 5 steel | 25 isle | 45 counsel |
| 6 lessen | 26 feet | 46 tow |
| 7 quire | 27 told | 47 coarse |
| 8 no | 28 scene | 48 martial |
| 9 miner | 29 faults | 49 current |
| 10 eight | 30 sole | 50 presents |
| 11 higher | 31 slight | 51 ceiling |
| 12 past | 32 ruff | 52 cereal |
| 13 through | 33 pores | 53 pier |
| 14 pail | 34 need | 54 boulder |
| 15 die | 35 raze | 55 vane |
| 16 air | 36 pause | 56 grate |
| 17 hair | 37 lapse | 57 corps |
| 18 mane | 38 chants | 58 jam |
| 19 fine | 39 peak | 59 stationary |
| 20 ring | 40 mettle | 60 prey |

Select proper words for each of the following sentences:

- 1 The court decided that a (fair, fare) of ten cents was (fair, fare).
- 2 When shall we three (meat, meet) again?
- 3 The speaker held his audience more than an (hour, our).
- 4 Is my question (plain, plane) to you?
- 5 When you (right, write), be sure you are (right, write).
- 6 What books (ought, aught) I to read?
- 7 The train was loaded with iron (oar, ore, o'er).
- 8 He that hath ears to (hear, here) let him (hear, here).
- 9 I (new, knew) from its looks that the book was (new, knew).
- 10 After four years of war (piece, peace) reigned in the land.
- 11 Do you know (ought, aught) about him?
- 12 He dropped his (ore, oar, o'er) (ore, oar, o'er) the side of the boat.
- 13 To (write, right) (write, right) is an art.
- 14 He smoothed the board with a (plain, plane).
- 15 Please have your (fair, fare) ready.
- 16 The price of (meat, meat) increased rapidly.
- 17 You did not leave your book (here, hear).
- 18 A (peace, piece) was cut from the board.
- 19 (Hour, our) time should be well spent.
- 20 A (new, knew) broom sweeps clean.

CORRECT USE OF WORDS

Shall Will

Shall and **will** indicate future action or determination. They are used as in the following table, which may well be committed to memory:

FUTURE ACTION		DETERMINATION
Statement	Question (usually)	
I shall.	Shall I?	I will.
You will.	Shall you?	You shall.
He, she or it will.	Will he, she, or it?	He, she, or it shall.
We shall.	Shall we?	We will.
You will.	Shall you?	You shall.
They will.	Will they?	They shall.

It will be observed that the use of **shall** and **will** indicating determination is the exact reverse of their use in statement of future action. It will also be noticed that usually the same word is used in a question as will be used in the expected answer, although there are many exceptions to this rule.

I shall go tomorrow (statement of future action).

I will go tomorrow (determination).

You will be invited (statement of future action).

You shall (determination).

He will be there (statement of future action).

He shall suffer the consequences (determination).

Question	Answer
Shall you remain until I return?	I shall remain until you return.
Will the train be on time?	It will be on time.

Insert **shall** or **will** in the following sentences:

- 1 I — be drowned.
- 2 Nobody — help me.
- 3 You — not find it an easy matter.
- 4 Do you think we — have a storm?
- 5 I am afraid I — miss the boat.

- 6 I — be eighteen years old soon.
- 7 When — I hear the result of my examination?
- 8 He — do as I say, I promise you.
- 9 When — they be likely to arrive?
- 10 We — expect you at three o'clock.
- 11 You — not say so when you know him better.

Should Would

These follow the same general rule as **shall** and **will**. In addition **should** is used in the sense of **ought**, and **would** in the sense of **used to**.

You should not (ought not to) neglect your work.

Often he would (used to) tell me the story of the battle.

May Can

May denotes permission, **can** denotes ability. When any part of the verb **to be able** can be substituted in the sentence without change of meaning, use **can**; when any part of the verb **to allow** or **to permit** can be substituted, use **may**. **May** is sometimes used to denote possibility.

You may come if you wish (permission).

He can write a good letter (ability).

We may go to the picnic if it is pleasant (possibility).

Insert **may** or **can** in the following:

- 1 I will be with you if I — spare the time.
- 2 When you have finished your work, you — go.
- 3 — I borrow your automobile?
- 4 Yes, if you — run it.
- 5 He — sing, but he won't.
- 6 He — be a good penman, but he — not write good English.
- 7 — we see Mt. Washington from here?
- 8 We — not be rich, but we — all be honest.
- 9 — I go out riding with you?
- 10 Henry — not be able to come at all.

Lay Lie

Lay meaning **to place**, **to put**, requires a noun (name of a person, place, or thing) to complete its meaning. **Lie**, meaning

to rest, to remain, does not require a noun to complete its meaning.

Principal forms of **lay**: **lay** or **lays**; **laid**; **has, have, or had laid**.

Principal forms of **lie**: **lie** or **lies**; **lay**; **has, have, or had lain**.

I lay the paper on the table now.

I laid the paper on the table yesterday.

I have laid the paper on the table already.

The dog lies on the mat now.

The dog lay on the mat this morning.

The dog has lain on the mat all day.

In the following sentences, if a noun follows the missing word, decide whether the noun is necessary to complete the meaning of that word. Do not confuse such a noun with a noun that follows such words as **on, in, under, over, etc.**

For example:

The hen laid two **eggs**, (*eggs* necessary to complete the meaning of **laid**).

The cat lies in the **chair** (*chair* not necessary to complete the meaning of **lies**).

Insert all possible forms of **lay** or **lie** in each of the following sentences:

- 1 The boat — at anchor in the harbor.
- 2 I — my coat on the chair.
- 3 The sheep — on the ground.
- 4 Please send a man to — my carpet.
- 5 Workmen — water pipes.
- 6 The factory — idle a long time.
- 7 The boy — abed too late.
- 8 Few people — money aside for an emergency.
- 9 If you — the book on the table, it will — there.
- 10 Chicago — due west of Boston.

Set Sit

All that **has** been said of **lay** holds true for **set**. All that **has** been said of **lie** holds true for **sit**.

Principal forms of **set**: **set** or **sets**; **set**; **has, have** or **had set**.

Principal forms of **sit**: **sit** or **sits**; **sat**; **has, have** or **had sat**.

Insert all possible forms of **set** or **sit** in the following sentences:

- 1 In what part of the house did you —?
- 2 She — the vase on the shelf.
- 3 They often — under the tree for hours.
- 4 We — up all night with the invalid.
- 5 The gardener — on the bench after he — out plants.
- 6 The sun — at seven o'clock.
- 7 — yourself in the chair and — there.
- 8 He — the clock.
- 9 The printer — by his font and — the type.
- 10 He — at his desk.

Stop Stay

Stop means to cease moving.

Stay means to remain.

Insert correct forms in the following:

- 1 He — at the corner where he — several minutes.
- 2 He is — at home for the summer.
- 3 At what hotel did you —?
- 4 Will the train — at Boston?
- 5 If he — here, I shall invite him to —.
- 6 He — at several places but did not — long at any of them.
- 7 Do you intend to — long in New York.
- 8 I hope you will — until Friday.

Teach Learn

Teach means to give knowledge.

Learn means to receive knowledge.

Insert correct forms in the following:

- 1 He promised to — me how to do it.
- 2 This has — me a lesson.
- 3 Every one should be — good manners.
- 4 He tried hard to — the lesson that he had been —
- 5 Will you — me how to write a letter?

Think Guess Expect

Think means to reason or to use the mind.

Guess means to estimate at random.

Expect means to anticipate.

Insert correct forms in the following:

- 1 I — I shall go.
- 2 He — the riddle.
- 3 He — promotion.
- 4 It is better to — than to —.
- 5 Do you — he will do it?

Carry Bring Fetch

Carry means to take along while going.

Bring means to take along while coming.

Fetch means to go, get, and bring back.

Insert correct forms in the following:

- 1 I will — the book to him.
- 2 Please — me the umbrella.
- 3 Go and — me the ink.
- 4 — me the ink.
- 5 I will — the book home and — it back.

Among Between

Among is used with reference to more than two persons or things.

Between is used with reference to two only.

He passed among the assembled multitude.

He stood between his parents.

Different from

Use instead of **different to**, or **different than**.

At In

At is used to indicate a point.

In is used to indicate within the bounds of.

They landed at Boston.

He lives in Chicago.

Off of

Not in good use.

In Into

In is used to indicate rest.

Into is used to indicate motion.

He lives in the house.

He fell from the wharf into the water

By With

By is used to introduce the one who commits the act.

With is used to introduce the tool with which the act is committed.

The horse was stopped by the officer.

The horse was led with a halter.

By is often used with words like **take**, **lead**, etc., as: "to take him by the hand," "seize the horse by the bridle."

To At

To is often incorrectly used for **at**.

My book is to home (incorrect).

My book is at home (correct).

On to Onto

Not in good use.

Wait for Wait on

Wait for is used to indicate waiting.

Wait on is used to indicate assisting.

He will wait for you at the corner (waiting).

He will wait on you at the corner (assisting).

He and I Him and Me She and I Her and Me

Use **he and I** instead of **him and I**, or **he and me**.

He and I went together, (not **he and me**, nor **him and I**).

Use **him and me** instead of **he and me** or **him and I**.

They selected him and me, (not **he and me**, nor **him and I**).

Use **she and I** instead of **her and I** or **she and me**.

She and I passed the examination, (not **her and I**, nor **she and me**).

Use **her and me** instead of **she and me** or **her and I**.

The test was given to her and me, (not **her and I**, nor **she and me**).

Followed by

Used in preference to **followed with**.

This kind These kinds

Use either of the above forms, but never **these kind**.

This kind of book is interesting.

These kinds (not **these kind**) of people are disagreeable.

Don't Doesn't

Don't refers to more than one, **doesn't** refers to one.

He **don't** know the answer, should be, He **doesn't** know the answer; and, It **don't** seem right, should be, It **doesn't** seem right.

Double Negatives

When wishing to deny, do not use more than one negative.

He **didn't** know **nothing** about it, should be, He **didn't** know **anything** about it.

He **cannot** have **only** ten minutes to finish his work, should be, He **can** have **only** ten minutes to finish his work.

He **couldn't** give me **no** encouragement, should be, He **could** give me **no** encouragement.

MISCELLANEOUS SENTENCES

- 1 He is a man whom (not who) I admire.
- 2 He is a man who (not whom) is generally admired.
- 3 Who (not whom) did you say he was?
- 4 Is he the one whom (not who) you expected?
- 5 At whom are you looking? (not, Who are you looking at?).
- 6 It is I (not me).
- 7 It could not have been they (not them).
- 8 We thought it was she (not her).
- 9 Everyone must use his (not their) own judgment.
- 10 Each felt he (not they) could trust the other.
- 11 Everyone will look out for his (not their) own umbrella.

- 12 Neither one knew his (not their) lesson.
- 13 Either John or James was (not were) mistaken in his (not their) statements.
- 14 He feels bad (not badly).
- 15 He feels well (not good).
- 16 He was scarcely (not scarce) ten years old.
- 17 It is exceedingly (not exceeding) hot.
- 18 The flowers smell sweet (not sweetly).
- 19 He is somewhat (not some) better.
- 20 He felt angry (not angrily).
- 21 There is no doubt that (not but that, nor but what) civil service reform is needed.
- 22 It cannot be denied that (not but that, nor but what) he did it.
- 23 It was his duty to introduce (not to have introduced) us.
- 24 I intended to come (not to have come).
- 25 Come as soon (not as quick) as you can.

SLANG AND VULGAR EXPRESSIONS

There are many expressions that are often used which are not recognized by good authorities and are therefore to be avoided. Among these are slang and vulgar expressions like the following:

ain't	to pan out	in hock
gent	to watch out	on the bum
photo	auto	bust
get left	on tick	pile
onto	to rattle	right (very)
up against it	too thin	

Substitute good English for the slang expressions in the following sentences:

- 1 You bought that watch on tick.
- 2 He ain't the gent that took my photo.
- 3 He was right smart. He made a big steal, and busted the bank
- 4 The millionaire gave his pile to charity.
- 5 The player got rattled.
- 6 The auto was on the bum, the chauffeur wa'n't onto his job, and we were up against it.
- 7 He failed to make the station and the train left him.

WORDS OFTEN CONFUSED

Consult your dictionary and use the following words correctly in sentences:

- | | |
|-----------------------------|------------------------------|
| 1 To find, to found. | 11 Quantity, number, amount. |
| 2 Balance, remainder, rest. | 12 Party, person. |
| 3 Invention, discovery. | 13 Specie, species. |
| 4 Aggravate, irritate | 14 Quite, rather, somewhat. |
| 5 Most, almost, mostly. | 15 Liable, likely, apt. |
| 6 Like, as. | 16 Reputation, character. |
| 7 Beside, besides. | 17 Accept, except. |
| 8 Affect, effect. | 18 Unless, without, except. |
| 9 Counsel, council. | 19 Further, farther. |
| 10 House, home. | 20 Nor, or. |

- | | | | |
|----|-------------------------------------|----|---|
| 21 | Respectively, respectfully. | 37 | Kill, murder, assassinate. |
| 22 | Quite, rather, somewhat. | 38 | Opportunity, occasion. |
| 23 | Propose, purpose. | 39 | Attend, listen. |
| 24 | Real, really, very. | 40 | Only, alone. |
| 25 | Good, well. | 41 | Avow, acknowledge, confess
admit. |
| 26 | Ill, bad, sick. | 42 | Sufficient, enough. |
| 27 | Healthy, healthful, whole-
some. | 43 | Acquit, exonerate. |
| 28 | Expect, suspect, suppose. | 44 | Keen, sharp, bright, acute. |
| 29 | Funny, odd. | 45 | Great, good, fine. |
| 30 | Mad, angry. | 46 | Solid, heavy. |
| 31 | Observation, observance. | 47 | Spend, pass. |
| 32 | Compliment, complement. | 48 | Lend, loan. |
| 33 | Less, fewer, smaller. | 49 | Rent, hire. |
| 34 | More, larger. | 50 | Ancient, aged, venerable, anti-
quated, old. |
| 35 | Let, leave. | | |
| 36 | Abandon, desert, forsake. | | |

LETTER WRITING*

A letter usually consists of six parts, namely (1) heading, (2) address, (3) salutation, (4) body, (5) conclusion, and (6) signature, arranged in the order given.

THE HEADING

This part of the letter is intended to state the place where, and the time when, the letter was written, and the place must be stated so definitely that all information is given that would be required if a reply were necessary, or if the letter itself had to be returned to the sender from the Dead Letter Office. Consequently the heading should contain not only the name of the city or town and the name of the state, but also the street and number, or the name of the building, if the latter is well known.

Thus:

(Form 1)

**Federal Building, Boston, Mass.,
May 11, 1908.**

(Form 2)

**South Boston High School,
Boston, Mass.,
October 19, 1908.**

The heading should begin about an inch and a half from the top of the sheet, if the letter is to fill one or more pages, and may occupy either two or three lines, according to individual preference. If it occupies three lines, however, the first should be in the middle of the sheet, and the second and third should each begin a little to the right of the one above. (See Form 2.) The name of the month should not be abbreviated, and the abbreviations st, nd, rd, th, etc., should never be used in the date.

The punctuation of the heading may be observed in the forms given above.

***Note:** It is not intended to give a complete treatment of the subject in this manual, but to deal with it to such an extent as to enable a candidate to write a letter which shall fulfill the requirements of the Civil Service Commission.

THE ADDRESS

Below the heading and leaving a margin at the left of the page, are the name and address of the person or persons to whom the letter is sent. The name should occupy one line, and the address another, the second line beginning a little to the right of the first, thus:

(Form 3)

Federal Building, Boston, Mass.,
October 22, 1908.

United States Civil Service Commission,
Washington, D. C.

NOTE: If the examination taken is a state examination, the name of the state should be substituted for the words "United States."

THE SALUTATION

The salutation is the greeting of courtesy which introduces the body of the letter and should consist simply of the word "Gentlemen" or "Sirs," written on the next line below the address, beginning at the left hand margin, and followed by a colon (:).

(Form 4)

Federal Building, Boston, Mass.,
October 28, 1908.

United States Civil Service Commission,
Washington, D. C.

Gentlemen:

There is not a more important.....

THE BODY

The fourth part of the letter is the body, which should begin on the next line below the salutation, and directly below the mark of punctuation which follows the latter, as in Form 4.

In composing the body of the letter one should try to use a number of words not much greater than the number stated on the examination paper. The competitors are judged by the quality of what they write, rather than by the quantity. Directions concerning the body of the letter will be given later under the heading "Composition."

THE CONCLUSION

This part of the letter varies considerably, but usually consists of such expressions as "Yours truly," or "Yours respectfully," written on the next line below the body of the letter, and near the right of the page. It is not considered correct to abbreviate any of the words used in the conclusion.

THE SIGNATURE

Below the conclusion and at the extreme right of the page is the signature of the writer. The Christian (first name) should be written in full, thus:

(Form 5)

Yours truly,
Albert S. Monroe.

(Form 6)

Yours respectfully,
J. Henry Potter.

In case the writer is a woman the signature may include her title, thus:

(Form 7)

Respectfully yours,
(Miss) Alice M. Graves.

(Form 8)

Yours truly,
Grace E. Allen (Mrs. R. L. Allen)

NOTE: In most Civil Service examinations the competitor is directed not to sign his name but to use, instead, the number given him by the examiner.

EXERCISES

Leaving out the body of the letter, write several letters to the United States Civil Service Commission from your home, school, or business address, or from the Federal Building of some large city, using as many of the above forms as possible. If practicable, submit these skeleton letters to some teacher or other person who is capable of criticising them intelligently.

COMPOSITION

A competitor is usually given a choice of two or more subjects upon which to write, and it is both natural and wise to select the one with which he is most familiar. The subjects are usually connected with current events or topics which are in the public mind, and it is indispensable in preparing for these examinations to read the editorial pages of the best newspapers and the leading articles of some of the magazines devoted to current events. Among the latter may be mentioned "The Review of Reviews," "The World's Work," and "The Literary Digest," although there are many others that are good.

It is excellent practice, also, to attend, and if possible to take part in, the proceedings of a debating society, but it must be remembered that no amount of talking, alone, will enable a person to write well. The best means of acquiring facility in composition is to write daily one or more paragraphs upon the day's reading. Another good exercise consists in the following: Take as a topic the heading of an editorial (or magazine article). Write a composition of about one hundred and fifty words, **before** reading the editorial, and then compare what you have written with what the editor wrote.

Having selected a subject upon which to write, the next thing to do is to think the matter over carefully. It is economy to spend half the available time in getting ready, before a word is placed upon paper.

THE PLAN OF THE COMPOSITION OR LETTER

Prepare in your mind, or on a paper, an outline or plan of the subject upon which you wish to write, arranging a series of topics into which the question is naturally divided. This helps in determining the beginnings of paragraphs.

Suppose, for example, that you are to write upon the subject **Government Ownership of Railroads**. The following might be a plan of your letter or composition:

1 Advantages:

- (a) No profits to be made on the money invested; hence lower rates.
- (b) Employees to come under Civil Service rules
- (c) Rights of the public given more prominence.
- (d) Better safety appliances employed.

2 Disadvantages:

- (a) Immense amount of money necessary to buy roads.
- (b) Competition destroyed.
- (c) Opportunities for political favoritism.
- (d) Frequent changes in administration.
- (e) Government operation likely to be less efficient and therefore more expensive.

NOTE: No mention is here made of introductions and conclusions, as such, inasmuch as they would take up such a large part of the time and space that little would remain for the subject matter.

As will be seen, such a plan as the above affords ample material for a composition or letter of much greater length than is required.

The following is a composition or the body of a letter which might be written upon this subject, and which contains about one hundred fifty words:

There are many advantages in Government ownership of railroads, among which the following may be noted: There would be no necessity for large profits and hence rates would probably be lower; the greater number of employees would come under Civil Service rules and thus promotion would be the result of merit and accomplishment; the rights of the public would be better safeguarded, and safety appliances would be more easily introduced and more generally used.

On the other hand, it would require a vast amount of money to buy all the railroads of the country, thus adding to the national debt; competition would be destroyed; the large number of responsible positions which would probably not come under Civil Service rules would offer additional opportunities for political favoritism; there might be changes in the management with every presidential election and Government operation would probably be less efficient and therefore more expensive than under present conditions.

Following are several letters and their outlines, upon topics which have been given in Civil Service examinations:

I. Subject:—The advantages and disadvantages of a life of luxury.**Outline:—**

- 1 Depend on one's view of life.
- 2 Advantages:
 - (a) Opportunity for service.
 - (b) Opportunity for education
- 3 Disadvantages:
 - (a) Idleness weakens the will.
 - (b) Temptations.
 - (c) Class distinction.
 - (d) Individual does not return to society the value of what he receives.

Composition:—

The advantages and disadvantages of a life of luxury depend largely upon a person's idea of the use he ought to make of his life, but most people agree that one should live for the greatest good of mankind.

A life of luxury presents many opportunities for service, either by devoting time and energy to public interests, or by assisting others as individuals. It also gives the time and means to improve one's self by study and travel.

The disadvantages are more harmful to the individual. He is very likely to sink into a life of idleness, thereby losing his strength of character and will, so that he falls an easy victim to the temptations that arise. Wealthy persons are also inclined to look down upon the laboring classes, while the fact is that they themselves are receiving benefits which they have not earned, and for which they make no return to society.

II. Subject:—Describe some industry of your state (Massachusetts). (Manufacture of woolen cloth.)**Outline:—**

- 1 Preparing the wool.
- 2 Drawing and spinning the thread
- 3 Weaving the cloth.
- 4 Finishing.
- 5 Shipping.

Composition:—

The manufacture of woolen cloth requires four distinct processes, some of which are subdivided many times. The wool comes

to the mill in bags, and is full of sticks, burrs, and dirt, which are removed by scouring in large tank machines and by passing the wool, when dry, through cards and combs. By means of other machines, called drawing and spinning frames, the fibres are made parallel, and a twisted thread called yarn is formed. The latter is wound upon a bobbin and passed by means of a loom between the parallel threads of the warp, and thus the cloth is woven.

It is then dyed in large vats, dried, and sent to the finishing department, where it is inspected, sheared, and pressed. The last step consists in winding it upon thin boards and packing it into cases to be shipped to the purchaser.

III. Subject:—State the natural resources of your state (Massachusetts).

NOTE: A letter or composition upon this subject may consist of a list of natural resources with little or no connection between them, and care must be taken not to produce the effect of a catalogue or a directory.

Outline:—

- 1 Manufacturing the chief industry; water power.
- 2 Fishing.
- 3 Agriculture.
- 4 Lumbering.

Composition:—

Massachusetts has long been a manufacturing state, originally because of the water power of its rivers, and its excellent harbors which afford good facilities for commerce with Europe and the Atlantic coast. The development of manufacturing has led to the use of the natural resources of the state only to supply the food necessary for its people. Consequently farming and fishing are carried on to some extent, although the fishing fleets which sail from Boston, Gloucester and New Bedford, now go to fishing grounds outside the state.

Farming is carried on near the large centres of population in the form of market gardening, the supply of grain and potatoes being obtained from the West and South.

In the western part of the state, among the Berkshire Hills, there is still some timber land, but lumber is not produced in any large quantities.

IV. Subject:—What is the best method to prevent or check poverty?

Outline:—

- 1 Causes:
 - (a) Ignorance.

- (b) Idleness.
 - (c) Wastefulness.
 - (d) Intemperance.
- 2 Remedies:
- (a) Education.
 - (b) Industry.
 - (c) Frugality.
 - (d) Temperance.

Composition:—

To prevent or check poverty it is necessary to inquire into its causes and to apply the proper remedies for them. Poverty is caused by the inability or neglect to provide enough money to meet the needs of life, or by the improper use of money when it is obtained.

An ignorant or an idle person obtains small returns for his labor, and usually wastes the little that he earns by spending it unwisely, often for liquor.

Therefore one remedy for poverty is education, either of the mind or the hands, but preferably both. The skilled workman with a good education is able to earn more money than his ignorant brother and has the judgment to spend wisely what he earns.

Another remedy is to reduce intemperance as much as possible and this is the difficult problem, for it can be done only by curing the individual of his desire for drink.

V. Subject:—What benefit is the Agricultural Department to the Nation?

Outline:—

- 1 Experiments; improved methods.
- 2 Educates farmers.
- 3 Issues crop reports and other statistics.
- 4 Distributes seeds.
- 5 Bureau of forestry.

Composition:—

The Department of Agriculture, one of the youngest departments, has already accomplished much good, although its work is carried on in a very unobtrusive way.

By means of experiments which are continually being carried on all over the country, improved methods are being devised for preparing the earth; planting; caring for, harvesting, and handling crops; exterminating pests; and cutting off timber lands. The results of these experiments, as well as crop reports and other statistics, are printed and sent to the farmers free of expense.

Seeds are also distributed in the same way, with instructions how and when to plant them, and each package is accompanied by the request that the results obtained be reported to the department.

One of the greatest benefits of this department, however, is in forcing upon the attention of the public the fact that disaster is sure to follow the reckless cutting of trees from entire districts of timber land.

VI. Subject:—Name some of the uses of wireless telegraphy.

Outline:—

- 1 Its place among recent inventions.
- 2 As ~~a~~ saving in money.
- 3 As a measure of safety at sea.
- 4 Comfort of passengers.
- 5 Probable uses in connection with aerial navigation.

Letter:—

Federal Building, Boston, Mass.,
November 26, 1907.

United States Civil Service Commission,
Washington, D. C.

Gentlemen:

Since the advent of the X-ray no other invention has attracted public attention as has Marconi's triumph,—the wireless telegraph. This product of his genius takes its place among the most useful inventions of the century.

The large amount of capital necessary to establish and maintain the lines now in use is not required in wireless telegraphy, thereby making it possible, when the invention is perfected and put into practical use, to secure to wireless telegraph companies fair dividends on the smaller capital invested from a lower schedule of tariff rates, thus lessening the cost of telegraphic communication.

Wireless telegraphy has come into general use on ocean steamships where it serves as a protection from the shore as well as from other vessels. Steamship companies recognize the installation of wireless telegraph apparatus as a necessary measure of safety and it is fast coming to be demanded by the traveling public.

Besides the added safety, it is a comfort and convenience for those on board to be in touch with land and in easy communication with other vessels, to receive and to send messages and to learn of important events almost as soon as they occur.

A new opening for wireless telegraphy will be presented when methods of aerial navigation are improved and perfected.

Very respectfully,

Number 484.

VII. **Subject:**—What relation should the employer bear to the employee?

Outline:—

- 1 The success of the employer depends upon what?
- 2 Generous remuneration for added interest.
- 3 Appreciation.

Letter:—

The State House, Boston, Mass.
April 4, 1908.

Massachusetts Civil Service Commission,
Boston, Mass.

Gentlemen:

Given employees of reasonable capability and fair-mindedness, the success of the employer depends very largely upon his ability to furnish the most favorable conditions for his workmen. To win their confidence by square dealing; to guard their health by proper sanitation and ventilation; to foster æsthetic taste by buildings of good design and grounds well kept; and to create in them a high sense of duty and mutual obligation will insure the manufacture of a superior product and the retention of a desirable patronage.

The employer must bear in mind the fact that his income will increase in proportion as the interest and endeavor on the part of the employee increase and that, by right, the employee should participate in such an increase; that worth readily recognized and cheerfully recompensed is the surest means of creating worth; and that appreciation is the father of ambition.

Very respectfully yours,
Number 184.

VIII. **Subject:**—The electric car.

Outline:—

- 1 Earliest means of travel.
- 2 The steam engine.
- 3 First electric car.
- 4 Everywhere today.
- 5 Few fast electric railroads.
- 6 Employment for many men, especially in summer.
- 7 A few carry freight.
- 8 Its effects.

Letter:—

Young Men's Christian Association Building,
Albany, N. Y.,
June 19, 1908.

New York Civil Service Commission,
Albany, N. Y.

Sirs:

For thousands of years men who wished to travel on land had to walk or to ride upon animals trained to this work. Less than one hundred years ago the steam engine was invented, which made it possible to travel farther and more rapidly. About twenty years ago the first car was propelled by electricity and today electric cars run through most of our streets and country roads. So many electric lines have been built in all directions that many men who are engaged in business in our cities have their homes in the country and go to them each night. In some cases electric railroads are built for high speed for long distance travel but as a rule our cars cannot go fast because they use our streets, where high speed would be dangerous. These railroads furnish steady employment to thousands of men, although more men are employed in summer than in winter because people like to ride through the country in the open cars.

Only a few railroads carry freight and mail but the chief business of the electric roads is the transportation of passengers. The electric car has helped settle our country places and keeps people in the fresh air.

Yours truly,
Number 87.

IX. Subject:—The public school.

Outline:—

- 1 The first public school.
- 2 Different grades of schools.
- 3 Free text-books.
- 4 Compulsory education.
- 5 Evening schools.
- 6 Vacation schools.
- 7 Value of public schools.

Letter:—

Oliver Grammar School,
Lawrence, Mass.,
March 15, 1908.

Massachusetts Civil Service Commission,
Boston, Mass.

Gentlemen:

In 1635 the first public school was established in Boston.

From that beginning a system of schools has grown in which children are trained in a great variety of subjects that will be useful in later life. The child enters the primary school, passes to the grammar school, and then to the high school. About twenty-five years ago Massachusetts passed a law that requires cities and towns to provide free text-books for the use of the pupils.

Boys and girls are required by law to go to school until they are fourteen years of age.

Many cities maintain evening schools, principally for those who work during the day and wish to fit themselves for some better occupation. In the best evening schools one may see a large number of men and women fitting themselves to take Civil Service examinations.

In many places schools and playgrounds are provided for the children during the summer.

One who takes advantage of the opportunities offered in the public schools will surely become a better citizen and will be more useful in his community.

Yours respectfully,

Number 67.

SUBJECTS FOR LETTER WRITING AND COMPOSITION

Most of the subjects in the following list have been given in Civil Service examinations and the student should practice with these and similar topics. Outlines are given for the first ten subjects and compositions should be written from them. With those that remain, the pupil must depend upon himself.

- 1 **Subject:**—What, in your opinion, constitutes success in life?

Outline:—

- 1 To use one's talents.
- 2 To seize one's opportunities.
- 3 To be of service to others.
- 4 To see the good rather than the evil.

- 2 **Subject:**—Should all voters own property or be able to read the English language?

Outline:—

- 1 The two questions are distinct.
- 2 Should all voters own property? No.
 - (a) Property ownership does not denote intelligence.
 - (b) The right to vote should never be obtained by inheritance.
- 3 Should all voters be able to read the English language?
Yes.
 - (a) Necessary in order to be able to read a ballot.
 - (b) An important means of keeping in touch with questions of public interest.

- 3 **Subject:**—What is the best method for raising government revenue?

Outline:—

- 1 Taxation on real and personal property.
 - (a) Most direct method.
 - (b) Most difficult to administer with justice.

2 Import Duties.

- (a) Paid really by consumers of foreign goods, who are well able to pay.
- (b) Easy method to administer.

3 Taxes on alcohol, liquors, etc.

- (a) Most violently opposed.
- (b) Hardest to collect.

- 4 Subject:—**What qualifications do you think it necessary for one to possess to hold the kind of position for which you are being examined? (Clerk-carrier.)

Outline:—

- 1 A good general education.
- 2 A particularly good knowledge of geography.
- 3 Ability to make one's self agreeable to the public and indispensable to his superiors.
- 4 Good health and habits.

- 5 Subject:—**Should Congress pass additional laws for regulating trusts and other combinations of capital and labor?

Outline:—

- 1 Combinations an inevitable part of our growth.
- 2 Distinction between beneficial and harmful combinations.
- 3 Regulation not suppression.
- 4 Laws already enacted not enforced.

- 6 Subject:—**Give your opinion concerning the present condition of Cuba

Outline:—

- 1 Physically.
 - (a) Recovering its productiveness.
 - (b) Capital is being invested in large enterprises.
 - (c) Labor is more plentiful and better paid than formerly.
- 2 Politically.
 - (a) Passing through transition stage.
 - (b) Not yet proved able to maintain stable government.
 - (c) Willing to learn from the United States.
 - (d) The latter virtually guarantees peace and prosperity in Cuba.

- 7 **Subject:**—What should be the educational qualifications of a railway-mail clerk?

Outline:—

- 1 A good general education.
- 2 Especial training in geography, general and local.
- 3 A thorough knowledge of the railway systems of the country
- 4 Absolute familiarity with the railways of the section in which he operates.

- 8 **Subject:**—What are some of the benefits derived by those who secure clerical positions in Washington?

Outline:—

- 1 Mild climate.
- 2 Beautiful city.
- 3 Short hours.
- 4 Pleasant associations.
- 5 Opportunities for advancement.

- 9 **Subject:**—Give your opinion of territorial expansion for this country.

Outline:—

- 1 Policy of acquiring territory inaugurated by Jefferson.
- 2 Every acquisition has been with some other purpose than the mere increase of territory.
- 3 All territories look forward to being states.
- 4 As a policy it is unwise to acquire foreign territory.
- 5 Circumstances may again, as with the Philippines, make further acquisitions advisable.

- 10 **Subject:**—State some of the advantages and disadvantages that have resulted to the United States from the war with Spain.

Outline:—

- 1 Advantages.
 - (a) Taught us that we were not prepared for war.
 - (b) Gave army and navy experience in real war conditions.
 - (c) Showed the needs of the army and navy.

2 Disadvantages.

- (a) Cost in lives and money.
 - (b) Loss of time by men.
 - (c) Property destroyed.
 - (d) Left the United States to protect Cuba and educate and guard the Philippines.
- 11 Give some of the benefits derived from the use of the bicycle
 - 12 Give the advantages of good roads throughout the country.
 - 13 What are some of the characteristics that make a man popular?
 - 14 What advantages are secured by the use of the telephone?
 - 15 Give some of the means of making money in the part of the country in which you live.
 - 16 Briefly describe some great invention of the past century.
 - 17 Should text-books be furnished public school pupils at the public expense?
 - 18 What benefits are derived from public libraries?
 - 19 Give some of the natural resources of your state.
 - 20 The advantages of a good reputation.
 - 21 Should the State furnish work for the unemployed?
 - 22 The advantages and disadvantages of fortifying coast cities.
 - 23 The expediency of capital punishment.
 - 24 The benefits of corporations to the public.
 - 25 The reasons why a state should have a well organized militia.
 - 26 Manufactures of your state.
 - 27 Arguments for and against arbitration between nations.
 - 28 Should foreign immigration be restricted?
 - 29 Is the automobile a benefit or a detriment to the public?
 - 30 Should the government deliver mail in rural districts?
 - 31 The benefits of good reading.
 - 32 Should the State furnish a free college education for those who wish it?
 - 33 The advantages of manual training in the public schools.
 - 34 The benefits to health resulting from recreation.
 - 35 Should the United States fortify the Panama Canal?
 - 36 Is it better to own or rent a house?
 - 37 Does the United States need a large standing army?
 - 38 The advantages now derived from the art of printing.
 - 39 Our attitude towards those whose duty it is to enforce the law.
 - 40 Qualifications of the ideal office clerk.
 - 41 The advantages of economical habits.
 - 42 The idleness of the American youth.

- 43 What is meant by the organization of capital?
- 44 Desirable and undesirable immigration.
- 45 Yearly expenses of a single man earning \$12.00 per week.
- 46 Yearly expenses of a single woman earning \$12.00 per week.
- 47 Reciprocity with Canada.
- 48 Advantages of the Panama Canal.
- 49 Effect of the Interstate Commerce Commission upon transportation facilities.
- 50 The value of international expositions.
- 51 To what extent should a person exert himself to obtain an education?
- 52 Woman Suffrage.
- 53 Organization of labor.
- 54 The price of success:—Is success worth the price?
- 55 What advantages are derived through travel?
- 56 Of what advantage is a technical education to a farmer?
- 57 What benefits are derived from national holidays?
- 58 What are the advantages and disadvantages of having learned a mechanical trade?
- 59 Should United States senators be elected by popular vote?
- 60 Compare the benefits of prohibition and of high license for the sale of intoxicating liquors.
- 61 The evils of gambling.
- 62 What would you do if \$100,000 were given you today?
- 63 Mention what you regard as the five best books and give your reasons.
- 64 Whom do you consider to be the greatest characters in American history and why?
- 65 The miseries of being blind.
- 66 The benefits of tree-planting.
- 67 The culture of forests.
- 68 The value of a good disposition.
- 69 The influence of the theatre on a community.
- 70 How to cultivate the habit of accuracy.

REPORT WRITING

In preparing for this work, much attention must first be given to spelling, punctuation, the use of capitals, the correct forms of words, and letter writing.

The examination requires the condensation of an exercise of about 500 words into a letter of about one third that number of words. This letter is to be addressed to the United States Civil Service Commission, Washington, D. C., and must express the substance of the original exercise.

This condensation may be accomplished in either of two principal ways: first, by so arranging words as to avoid the repetition that is often produced by a series of short sentences; and second, by carefully distinguishing between the important and the unimportant ideas and omitting the latter. It will often be found that a single word rightly used will express the idea of a whole sentence.

Before rearranging any exercise, read it very carefully several times. **Plan the whole before writing any**, as erasures waste time and affect the standing in an examination. "Look before you leap" is always good policy and is especially desirable in report writing.

Condensation is often accomplished by combining several short sentences.

Examples

1 The house is a large one and it is located on a hill. The land slopes gently down to the ocean. It is used only as a summer residence. It is owned and occupied by a man whose name is Henry Fairfield. His business is steel manufacturing.

On a hill gently sloping to the ocean, stands the large summer residence of Henry Fairfield, the steel manufacturer.

2 It was the evening of Christmas. Washington ordered his men to embark to cross the Delaware. It required all the night to make the passage. His crossing was hindered by floating ice. He was obliged to face a snowstorm. They landed at Trenton. He

completed his landing in the early morning. He took the outposts of the Hessians by surprise. He made the main body prisoners. He accomplished this with only slight loss on his own side.

After spending all the night before Christmas in crossing the Delaware with his men, hindered by floating ice and facing a snowstorm, Washington landed in the early morning at Trenton, surprising the Hessian outposts and capturing the main body, with slight loss to himself.

3 There was a very serious accident at Washington, Mass., yesterday. A large party of excursionists were on a special train going to Forest Lake for the day. While the train was passing over a high bridge on the outskirts of the city, one of the cars left the rails and fell into the river below. When it fell, it dragged three other cars with it. There were fifteen passengers who were killed and there were more than four times as many who were injured. Some of those who were injured will probably not survive. Once there was an accident before on this bridge. It happened in about the same manner as this one. Fortunately there were no lives lost at that time. This accident happened Aug. 17, 1879.

Yesterday four cars of a special train carrying excursionists to Forest Lake left the rails while crossing a high bridge at Washington, Mass., falling into the river below. Fifteen passengers were killed and about sixty were injured, some probably fatally. A similar accident happened at the same place Aug. 17, 1879, but without loss of life.

Oftentimes a single word may be substituted for several words without loss of meaning.

Examples

1 For several moments the boy stood still, filled with terror that cannot be described.

For several moments the boy stood still, filled with indescribable terror.

2 He was anxious to show his gratitude to those who had rescued him.

He was anxious to show his gratitude to his rescuers.

3 Those who were looking on broke forth into laughter that could not be controlled.

The spectators broke forth into uncontrollable laughter.

Frequently words or groups of words may be omitted without sacrificing the meaning of the sentence.

Examples

1 He has the entire monopoly of the whole business of the town.

He has the monopoly of the town's business.

2 He was a royal messenger sent by the king.

He was a royal messenger.

3 Washington was the universal favorite of all the people.

Washington was the favorite of all the people.

Avoid too frequent use of **and**.

Example

1 The king knew that many of his people hated him and he was in constant fear of assassination and he never went through the streets without an armed guard accompanying him.

Knowing that many of his people hated him and constantly fearing assassination, the king never went through the streets without an armed guard.

A statement may be altogether true and yet add nothing to the thought. It may even be entirely out of place. It should then be left out.

Example

1 As a great leader, Washington has had few equals. It was he who developed the Continental army from a band of untrained farmers. It was he who so completely won the confidence of the people that he was unanimously elected president. It was he who steered our ship of state through the stormy seas of our early existence. It was he who cut down his father's favorite cherry tree.

The last sentence has nothing to do with Washington's leadership of men and should be omitted.

These are but a few suggestions that will assist in condensing an exercise. They are to be applied only after you have so studied

the selection in hand that you are sure what is its main idea. Then leave out what does not relate to this idea and also what is not really essential. You must now determine the words that are unnecessary or that can be rearranged so as to express the idea in briefer form.

TRIAL EXAMINATION

From the statement given, write a letter addressed to the Civil Service Commission, Washington, D. C., containing a summary of this article in not more than 150 to 200 words:—

When a person visits or is intending to visit any place, it is well for him to inform himself about the history and the geography of that place. If one knows these things, one is in a better position to appreciate conditions as they are on the occasion of his visit. Nowhere is this truer than in the case of the city of Boston.

Boston is the largest city of Massachusetts. By this is meant that more people are found in Boston than in any other city of the state. The capital of a state is the city where the legislature holds its sessions. Boston is the capital of Massachusetts. It is located in the eastern part of the state on Massachusetts Bay. Massachusetts Bay is a part of the Atlantic Ocean.

If the year 1630 a thousand colonists left England and came to America. They first landed at Salem, where there was already a settlement, but decided not to remain there. Accordingly they went to Charlestown, which is now a part of Boston. They had much trouble with the drinking water there, and, finding that there was excellent water on the peninsula of land that was on the other side of the river from where they were, they crossed the river and settled there. They also found that this place could be more easily defended in case they were attacked by enemies. Where they finally made their settlement was where the center of the city of Boston now is.

They now began to search for an appropriate name for the place and Boston was chosen. Boston was the name of a place in England. Many of those colonists who were the leaders used to live in old Boston. Other settlers came from England and joined with those already here in settling other places near Boston. After a good many years these places were annexed to Boston. There was a large amount of wet land and the tide flowed over it. They could not live there and so, when the town became crowded, they

began to fill it in. The city of Boston is now about thirty times as large as the town that they founded originally. One of the highest points in the town was called Beacon Hill. Any building on the top of that hill would be said to have an imposing position. That is where the State House is.

In the days when these colonists lived, and for a great many years later, in fact through the time when the American colonists joined in a revolution against English rule, a great many of the most important events in the history of our country took place in Boston. So it is no surprise to us to find that there are here so many places of historical interest that we have not time now even to mention them.

Boston has a long harbor. It is also a deep one. It has many places where ships can anchor in safety. Along this harbor there is a great deal of space that is occupied by docks. This space is large enough to accommodate all the trade that comes there. It has now a very large trade with our own country and with foreign countries. It has been constantly increasing all the time. The chief articles of foreign export out of our country to Europe that come from the West and are sent from Boston are grain and cattle. Furthermore, it is practically in the center of New England and, as there are a great many articles that are manufactured in New England, Boston is a very convenient place from which they can be sent to foreign places.

In order to condense this selection, let us first study it to determine what words, expressions, or sentences can be omitted. You will find a line drawn through such portions in the following copy of it:—

~~When a person visits or is intending to visit any place, it is well for him to inform himself about the history and the geography of that place. If one knows these things, one is in a better position to appreciate conditions as they are on the occasion of his visit. Nowhere is this truer than in the case of the city of Boston.~~

Boston is the largest city of Massachusetts. ~~By this is meant that more people are found in Boston than in any other city of the state. The capital of a state is the city where the legislature holds its sessions.~~ Boston is the capital of Massachusetts. It is located in the eastern part of the state on Massachusetts Bay. Massachusetts Bay is a part of the Atlantic Ocean.

In the year 1630 a thousand colonists left England and came to America. They first landed at Salem, ~~where there was already a settlement, but decided not to remain there.~~ Accordingly they went to Charlestown, which is now a part of Boston. They had much trouble with the drinking water there and, finding that there was excellent water on the peninsula ~~of land~~ that was on the other side of the river from where they were, they crossed ~~the river~~ and settled there. They also found that this place could be more easily defended in case they were attacked ~~by enemies.~~ Where they finally made their settlement was where the center of Boston now is:

They now began to search for an appropriate name for the place and Boston was chosen. Boston was the name of a place in England. Many of those colonists who were the leaders used to live in old Boston. Other settlers came from England and joined with those already here in settling other places near Boston. After a good many years these places were annexed to Boston. There was a large amount of wet land ~~and~~ the tide flowed over it. ~~They could not live there and so,~~ when the town became crowded, they began to fill it in. The city of Boston is now about thirty times as large as the town that they founded originally. One of the highest points in the town was called Beacon Hill. Any building on the top of that hill would be said to have an imposing position. That is where the State House is.

In the days when these colonists lived, and for a great many years later, in fact through the time when the American colonists joined in a revolution against English rule, a great many of the most important events in the history of our country took place in Boston. So it is no surprise to us to find that there are here so many places of historical interest that we have not time now even to mention them.

Boston has a long harbor. It is also a deep one. It has many places where ships can anchor in safety. Along this harbor there is a great deal of space that is occupied by docks. This space is large enough to accommodate all the trade that comes there. It has now a very large trade with our own country and with foreign countries. It has been constantly increasing ~~all the time~~. The chief articles of ~~foreign export out of our country~~ to Europe that come from the West and are sent from Boston are grain and cattle. Furthermore it is practically in the center of New England and, as

there are a great many articles that are manufactured in New England, Boston is a very convenient place from which they can be sent to foreign places.

The following is suggested as the form in which your completed examination might appear:—

Boston, Mass., January 17, 1911.

United States Civil Service Commission,

Washington, D. C.

Gentlemen:

Boston, the capital and largest city of Massachusetts, is located in the eastern part of the state, on Massachusetts Bay, a part of the Atlantic Ocean.

In 1630 a thousand colonists came from England, landing first at Salem and then going to Charlestown, now a part of Boston. Finally the excellent drinking water and the easy defense of the peninsula on the other side of the river induced them to settle where the center of Boston now is.

They gave the town the name of Boston, from an English place of the same name, the former home of many of the leading colonists. By annexing adjoining towns and by filling in marsh land, the city has now become about thirty times as large as the original town. The State House occupies an imposing position on Beacon Hill, formerly the highest point in Boston.

In Colonial and in Revolutionary days, much of the history of the time centered about Boston. Places of historical interest are, therefore, too numerous to mention.

With a long and deep harbor, with safe anchorages, and with ample docking space, it has constantly increased its domestic and foreign trade. Grain and cattle from the West are shipped to Europe by way of Boston, while its central location makes it a convenient place of export for the manufactured products of New England.

Respectfully yours,

Number 27.

In many exercises the method of condensation is not so apparent and much careful study is necessary in order to determine what ideas can be eliminated without serious loss to the main topic. Much excellent practice can be gotten by a study of the accounts and descriptions that are found in the daily papers.

Write a letter of 150 to 200 words embodying the main ideas of the following:

Unless there is rain, the indications are that there will be a very serious loss all over our country in farm and market-garden products this season. This is an aspect of the present drought to which little general thought has been given. For the most part the local public mind centers on the level of the reservoir and views with alarm the daily decrease in the water supply, with no immediate prospect of an additional source of supply.

While the people in our immediate vicinity are thinking of the pond supplies, the farmers all over the country are hoping and praying for rain to save their withering crops and make possible a harvest of hay. While the immediate concern of the city dweller is naturally the general water supply for his own particular municipality, as a matter of fact the predicament of the farmer is bound to be shared by the city dweller later when, as a result of the failure of crops because of no rain, the prices of hay, vegetables, and fruits go soaring skyward.

Yesterday I called upon several of the farmers in this vicinity and from all I heard the same story. Crops are withering and dying for lack of rain. In Fremont on one farm a whole field of beets, for instance, died because of the lack of rain and the owner is considering whether to plant it over again or not.

Then, too, the presence of great numbers of cut-worms, due, it is said, to the extremely dry condition of the soil, has brought rain to many a field of vegetables. While cut-worms are always a pest, they seem this year to be unusually prevalent and attack anything, it is said, to get the moisture necessary for their existence, which is denied them in the ground itself.

The soil almost everywhere is as dry as powder. A farmer was cultivating a field yesterday as I passed and as the harrow went along it raised a cloud of dust in the field which suggested smoke of battle.

The hay question is most serious. Unless there is almost immediate rain, the crop will be a total failure. The grass today is not more than

half as tall as it ought to be at this season. When it is considered that the haying season begins in less than a month, it can be appreciated that the grass has got to do some rapid growing to catch up and the only thing that will relieve the situation is rain and plenty of it. As indicative of the threatened shortage in the local crop, the price of hay has advanced within the past week over five dollars a ton. Wherever there is a short crop, there is felt the greatest rise in price. While of course the amount of hay raised in this vicinity is nowhere near the amount consumed, yet it has a material effect upon the price.

PLAIN COPY

Unlike the rough draft the plain copy requires no consideration of errors. The plain copy tests the competitor's accuracy in copying just what is placed before him:—nothing less and nothing more. The matter to be copied is usually in type and contains words printed in large capitals, in small capitals, and in italics. This arrangement of type has to be shown in the competitor's copy.

NOTE: The term "Plain Copy" as used in the following refers to that printed matter which is given to the competitor to copy.

The term "Competitor's Copy" as used in the following refers to the copy written by the competitor himself.

Large Capitals A, B, C, D, E, F, G, H

Words printed in large capitals are shown in the competitor's copy with three horizontal lines drawn beneath each word.

Plain Copy

Competitor's Copy

CIVIL SERVICE, 1908

Civil Service 1908

When words that are in large capitals in the plain copy should be begun with capitals, they are so written in the competitor's copy. (See previous illustration.)

Small Capitals A, B, C, D, E, F, G

Small capitals differ from large capitals only in size

One can determine whether capitals are large or small only when there are other capitals of a larger or smaller size in the same word or line and apparently from the same font of type. Words in small capitals are very often capitalized by a large capital.

Words printed in small capitals are shown in the competitor's copy with two horizontal lines drawn beneath each word.

Plain Copy

Competitor's Copy

CIVIL SERVICE
ARE REQUIRED

Civil Service
are required

Italics a, b, c, d, e, f, g, h

Words printed in italics are shown in competitor's copy with one horizontal line drawn beneath each word.

Plain Copy

Competitor's Copy

Civil Service
An Exact Copy

Civil Service
An exact copy

Ordinary Small Letters a, b, c, d, e, f, g, h

Ordinary small letters are shown in the competitor's copy in ordinary handwriting. Words in the competitor's copy are capitalized the same as they are found in the given copy and such capitalization is not underlined.

Plain Copy

Competitor's Copy

"which were included"

*"which were
included."*

Civil Service, 1908

Civil Service, 1908

Examples

Plain Copy

Luck is an *ignis fatuus*. You may follow it to ruin, but never to success.

Poverty is uncomfortable, as I can testify; but nine times out of ten the best thing that can happen to a young man is to be

tossed overboard and compelled to sink or swim for himself. In all my acquaintance, I never knew a man to be drowned who was worth the saving.

—GARFIELD

Competitor's Copy

Luck is an ignis fatuus.
You may follow it to
ruin, but never to success.

Poverty is uncomfortable,
as I can testify; but
nine times out of ten
the best thing that can
happen to a young
man is to be tossed
overboard and compelled
to sink or swim for
himself. In all my
acquaintance, I never
knew a man to be
drowned who was worth
the saving.

—Garfield.
Digitized by Google

Plain Copy

FAMOUS ACTS AND LAWS

HABEAS CORPUS ACT (1679)—The name of this celebrated statute is derived from its referring to the opening words of the writ: "*Habeas corpus ad subjiciendum.*" In order to better secure the liberty of the subject and for prevention of imprisonments beyond the seas, the Habeas Corpus Act of 1679 was enacted, regulating the issue and return of writs of habeas corpus.

The principal provisions of the act are:

First, Jailors (except in cases of commitment for treason or felony) must within three days of the reception of the writ, produce the prisoner in court, unless the court is at a distance, when the time may be extended to twenty days at the most.

Second, A jailor, refusing to do this, forfeits £100 for the first offence, and £200 for the second.

Third, No one set at liberty upon any habeas corpus to be re-committed for the same offence, except by the court having jurisdiction of the case.

Fourth, The Act not to apply to cases of death.

Famous Acts and Laws.

Habeas Corpus Act (1679) -
The name of this celebrated statute is derived from its referring to the opening words of the writ: "Habeas corpus ad subjiendum." In order to better secure the liberty of the subject and for prevention of imprisonments beyond the seas, the Habeas Corpus Act of 1679 was enacted, regulating the issue and return of writs of habeas corpus.

The principal provisions of the act are:
First, Jailors (except in cases of commitment for

treason or felony) must within three days of the reception of the writ, produce the prisoner in court; unless the court is at a distance, when the time may be extended to twenty days at the most.

Second, A jailor, refusing to do this, forfeits £100 for the first offence, and £200 for the second.

Third, No one set at liberty upon any habeas corpus to be re-committed for the same offence, except by the court having jurisdiction of the case.

Fourth, The Act not to apply to cases of death.

Plain Copy

TABLE OF CONTENTS

ABBREVIATIONS, <i>Business</i>	142	CHECKS, <i>Forms of</i>	120
<i>Miscellaneous</i>	168	<i>Endorsement of</i>	128
BANKS, <i>National</i>	26	CONTRACTS, <i>General form</i>	132
<i>Savings</i>	32	<i>Sale</i>	134
<i>Law</i>	64	<i>Building</i>	138

NOTE—For more complete reference see "INDEX."

Competitor's Copy

Table of Contents

<u>Abbreviations, Business</u>	142	<u>Checks Forms of</u>	120
<u>Miscellaneous</u>	168	<u>Endorsement of</u>	128

<u>Banks, National</u>	26	<u>Contracts General form</u>	132
<u>Savings</u>	32	<u>Sale</u>	134
<u>Law</u>	64	<u>Building</u>	138

Note—For more complete reference see "Index."

Directions for Study

- I. Study thoroughly both copies as given in the preceding pages.
- II. Copy the plain copy without reference to the competitor's copy
- III. Compare your work with the competitor's copy, making note of the slightest difference.
- IV. Practice upon selections from books in which capitals, small capitals, and italics are found. Take great care not to make omissions either in marking capitals, small capitals, or italics, in punctuation, or in words not to be marked.

ROUGH DRAFT

In this part of the examination it is the work of the competitor to write from the rough draft that is given him, a finished composition correctly spelled, with no grammatical errors, no abbreviations, and without change of diction.

In a rough draft one should not be surprised to find unusual abbreviations, mistakes in spelling, and even errors in grammatical construction, all of which are easily caused by the rapid manner in which the rough draft is executed. Words are added, some are crossed out, others are transposed;—the rough draft is a more or less complicated maze of changed and abbreviated manuscript, so arranged that he who understands can gather from it the finished composition.

In copying for rough draft:

Misspelled words should be corrected.

Words abbreviated should be written in full.

Grammatical errors should be corrected.

The diction should not be changed.

One often discovers that the force of what he has written can be increased by the addition of words, that did not occur to him at the first writing. Instead of rewriting the entire composition, he places these additions above the line in which they are to be inserted and indicates that particular place by using a mark of punctuation called the caret (^).

The ocean breaks and settles^{with engulfing floods} over the deck.

In making a corrected copy of the above, the words "with

engulfing floods" should be written in the part of the sentence indicated by the caret—

The ocean breaks and settles with engulfing floods over the deck.

When the part to be added is too long to be written above the line in which it is to be inserted, it is often placed in the margin and surrounded by a line that leads to the caret which marks its position in the paragraph.

*who had moved them-
reduced to a life of prayer
and self-denial and*

*"His dress showed that he was one of the
hermits, who were greatly revered
even by the most thoughtless."*

In making a corrected copy of the above the words enclosed in the margin should be inserted between **hermits** and **who**.

One may find that the interchange of two words or expressions will render his composition more logical. This transposition is indicated by a curved line, like a letter S holding in each of its loops one of the two expressions to be interchanged.

*"Union and liberty (forever and now)
inseparable and one"*

In making a corrected copy of the above, the words should be transposed as follows:

"Union and liberty, now and
forever, one and inseparable"

NOTE: Sometimes the abbreviation [tr] is placed in the margin opposite the words that are marked to be transposed. (See Rough Draft, p 71.)

Whenever a word has been crossed out and the writer finally decides to let it remain as it was at first, he indicates his decision by placing dots beneath the word.

The wreck, even to my ^{inexperienced} ~~unpracticed~~
Eyes was breaking up.

The writer first used "unpracticed," then changed it to "inexperienced" and finally decided to change back to "unpracticed." This last decision is shown by the dots beneath the word.

In making a corrected copy of the above, the word "unpracticed" should be used, and the word "inexperienced" should be discarded.

NOTE: Sometimes [stet] is placed in the margin opposite the word which has been crossed out and then dotted. This calls attention to the dots and means "Let it stand." (See Rough Draft, p 76.)

If the writer desires a certain sentence within a paragraph to begin a new paragraph, the sign ¶ is placed before that sentence.

"A picture of Titian's, a Greek statue, or a Turner landscape expresses delight in perpetual contemplation of a good and perfect thing. ¶ All delight in art, and all love of it, resolve themselves into simple love of that which deserves love."

The corrected copy of the above should be as follows:

"A picture of Titian's, a Greek statue, or a Turner landscape, expresses delight in the perpetual contemplation of the good and perfect thing.

"All delight in art, and all love of it, resolve themselves into simple love of that which deserves love."

If the writer desires to combine two or more paragraphs, he would probably indicate it by means of a line leading from the beginning of the paragraph which he wishes to discard to a caret at the end of the preceding paragraph.

By his long service and unblemished record his name has become associated inseparably with American institutions and American solidarity.

His own life was by choice one of almost austere simplicity and homeliness.....

NOTE: In each of the following examples except the last three, the corrected copy follows the rough draft.

Rough Draft

1. Was it the ^{writer's} storm, beating upon
 2. the ^{loneliness} head of women and children?
 3. was it ^{hard and spare needs} labor? ~~was it disease?~~
 4. it the deep melody of a blighted
 ^{a ruined enterprise}
 5. hope, ^{the} and a broken heart, aching ^{in its last moments}
 6. at the recollection of the land and
 7. left beyond ^{the sea}, was it some or all
 8. of these united, that hurried
 9. this forsaken company to there, ^{melancholy}
 10. fate?

Line 1. Addition. Error in spelling.

Line 2. Addition.

Line 3. Three additions. Error in spelling.

Line 5. Two additions.

Line 7. Addition.

Line 9. Error in spelling. Addition.

Was it the winter's storm
beating upon the houseless
heads of women and
children? was it hard labor
and spare meals? was it
disease? was it the tomahawk?
was it the deep malady of
a blighted hope, a ruined
enterprise and a broken
heart, aching in its last
moments at the recollection
of the loved and left
beyond the sea? was it
some or all of these
united that hurried this
forsaken company to
their melancholy fate?

NOTE: Owing to the very close connection in meaning between these several questions they are not regarded as distinct sentences and are not begun with capitals.

Rough Draft

1. Our retreat was in a little community of
2. farmers which tilled their own soil and were
3. equal strangers to ~~wealth~~ and to ~~poverty~~^{want}. Having
4. all the conveniences that their society demands
5. they were not wont to go outside in search
6. of more. Relieved from the conventional,
7. retaining the primal simplicity of manners
8. and being frugal by habit, they ~~seldom~~^{scarcely}
9. knew that temperance was a virtue. On days of
10. labor they worked with cheerfulness, but they
11. observed festivals as intervals of idleness
12. and pleasure. Xmas was the season of
13. gifts. Valentines tree-love-knot furnish
14. an excuse for the bashful lover, and
15. on the first day of Apr. they ~~showed~~^{displayed} there
16. wit.

- Line 2. Error in spelling. Grammatical error.
Line 3. Stet. Stet.
Line 4. Error in form of verb (demanded).
Line 6. Error in spelling.
Line 8. Stet.
Line 9. Abbreviation
Line 11. Error in spelling.
Line 12. Abbreviation.
Line 13. Error in spelling. Error in form of verb (furnished).
Line 15. Abbreviation. Stet. Error in spelling.

Our retreat was in a little community of farmers who tilled their own soil and were equal strangers to wealth and to poverty. Having all the conveniences that their society demanded, they were not wont to go outside in search of more. Retained from the conventional, retaining the primeval simplicity of manners, and being frugal by habit, they scarcely knew that temperance was a virtue. On days of labor they worked with cheerfulness, but they observed festivals as intervals of idleness and pleasure. Christmas was the season of gifts, Valentine's true love-knot furnished an excuse for the bashful lover, and on the first day of April they showed their wit.

Rough Draft

The North in a intercourse-
strained with the south, protect-
ed by the equal laws of a common
government, finds in the pro-
ductions of the latter precious
materials of manufacturing in-
dustry and great additional to,
resources of maritime and
commercial enterprise.

Corrected Copy

The North in an unrestrained intercourse with the South, protected by the equal laws of a common government, finds in the productions of the latter great additional resources of maritime and commercial enterprise and precious materials of manufacturing industry.

Rough Draft

Although several differing opinions^{exist} as to the in-
~~vention of the art of printing~~
~~dividual by whom the art of printing~~ was first dis-
 covered, yet all ^{concur in admitting} authorities are agreed that Peter
 Schoeffer ^{to be} was the one who ^{invented} first discovered Cast
 Metal Types, having ^{learned} been taught the ^{art} manner of
 of cutting the characters by ^{from} the Guttenbergs, the
 following testimony is preserved in the family
 Records by Jo. Fred. Faustus, ^{of Aschaffenburg, a small German town} ~~who formerly lived~~
~~in Aschaffenburg.~~

to the presidency

at the time of his accession,
 the first example of the illustrious
 incumbent had become, ^{with Monroe} an
 overpowering influence. He
 had grown nevertheless, ^{to resemble} him
 in predominant traits of
 character; Monroe in imita-
 tion of Washington, soon after
 his inauguration made an
 extended tour northward, it
 was in Bost. during this tour
 that the ^{felicitous phrase the} era of good feeling ^{originated} started,
 the ^{name of} democrat, was dropped for
 a time, that of federalist quite
 disappeared and ^{even} Jeffersonian
 Republicanism lost its earlier
 meaning which has ^{now} become
 the appropriate epitaph by
 general acclimation.

Without Washington's commanding
 presence nor his transcending
 fame or superb endowments

which had originally
 acquired favor

Rough Draft

"Yonder ^{said he} is one whose years ^{have calmed} but not clouded his reason,

by inquiring what are his sentiments of his own state

let us close the disquisitions of the night,

that we may know whether youth alone is to
struggle with vexation, and whether any better
hope remains for the latter part of life." Here
the sage ^{and saluted} approached.

"Sir said the princess an evening walk must give to a man
of learning ^{like you} pleasures which ignorance ^{and youth} can
hardly concieve. You know the causes and

the qualities of all that you behold, the
periods in which the planets perform their
revol, the Laws by which the river

flows. Everything must supply you with con-
templation and renew the consciousness of your ^{own} dignity.

"Lady, answered he, let the gay ^{and the vigorous} expect pleasure in

the

these excursions; it is enough that age can obtain

ease. To me the world has lost its novelty:
look around and

I see what I remember to have seen in.

with ~~pothet~~ ~~happier~~ days. I cast my eyes upwards, and

with pain
think on the vicissitudes of life." The prin-
cess had known many who enjoyed pleasure

no longer than they could confine it to
themselves.

fix them on the
changing moon

COPYING AND CORRECTING MANUSCRIPT

In this exercise your ability to spell correctly and to recognize immediately misspelled words is given a severe test. It is, therefore, essential for you to have studied very carefully pages 111 to 159 of Volume III. before taking the examination.

You will be marked upon correct use of words, punctuation, abbreviations, capitals, hyphens, and upon the other essentials of good composition, for which you should prepare yourself by a thorough study of the first thirty-four pages of this Volume II.

As you will be required to transpose, insert, or omit words or groups of words as indicated in the examination paper, you should not fail to make a careful study of Rough Draft as found on pages 60 to 76 and 103 to 105 of this same volume.

In this examination you must not fail to make any change that will correct an actual error. On the other hand, you must not make any change that is not actually necessary in order to correct an error. You must not omit, insert, or substitute a single word unless it is necessary. You must not paraphrase at all. Your duty is to copy faithfully except when you make a change to correct a mistake that you discover yourself or that is indicated for you. Be careful not to repeat a word that you have just written. If you write a word or a line and then repeat it, forgetting you have already written it, it counts against you.

If you discover you have made a mistake, don't cross it out, but erase it and erase it **neatly**. A blot will lower your mark. Extra strokes inserted in a letter or strokes omitted constitute an error. Never try to correct a word by tracing over some of the letters. Erase it.

Preserve an even, regular margin at the left of your paper. The first words of the several lines must be directly beneath each other except that the first word of a new paragraph is indented, beginning about one inch to the right of the line of the other first words. Avoid making paragraphs too long or too short. Group

into one paragraph a few lines expressing thoughts that are closely related to each other.

Be watchful to discover and correct an error in the tense or number of verbs.

In your examination you are known by a number. It will be rated against you if you use your name instead of your number.

A careful study of the following exercise and its comparison with the corrected form will illustrate the nature of this examination:—

-----The chances of appointment was ~~was~~ ^{never less} better than ~~now~~ ^{at the present time}. Each year the scope of the Civil Service widens. ~~They were last year nearly~~ 50,000 appointments to the federal civil service alone. In addition to the positions in the fed. civ. serv. they are many thousands for which of ~~positions~~ City and state places jobs positions for which our Courses prepares candidates. They are thousands of positions that ~~are~~ ^{are} open to women and ~~women~~ ^{women} are ~~prepared~~ ^{prepared} to men for many of them. In order to secure an appointment to any of ~~these~~ ^{positions}, however it is necessary to pass the exam. with a high ~~rank~~ grade. Political influence have no weight e.g. merit alone counts. it stands to reason that other things being equal ~~the more~~ ^{the more} one who has had expert assistance in ~~his~~ ^{his} preparation will secure a higher rating than him or he takes the exams poorly prepared. To be eligible for appointment ~~they are obliged~~ ^{it is} necessary ~~necessary~~ to attain a general average of 70 ~~%~~ [%]. ~~Three~~ ^{The ones} who pass with the highest grade

are appointed first suppose you take an exam-
~~prepared poor~~ and secure a rating of 90.56--
 tenth on the list the one above you has 90.60--
 nine are appointed ^{during} the year you was not ap-
 pointed a little extra preparation would have--
 raised your rank. It can't be too strongly emphasised
 that in the order to secure early appointment a
 appointment you have got it is necessary to
 pass the exam with high average. A man
 with a College Education ~~if he hasn't got~~
~~if he don't have~~ but with no special prepar-
 ing preparation ~~don't stand any show don't st-~~
 and as good a ~~show~~ chance as the man with
 only a Common School Education ^{but} who
~~that who has had the best of personal co-~~
 ating. To many persons ~~people~~ ^{candidate} don't think
 they had ought to have extra ^{instruction} preparation &
 consequently they are many which are disappoint-
 ed when they receive their marks -----

CORRECTED FORM

The chances of appointment were never better than at the present time. Each year the scope of the Civil Service widens. Last year there were nearly 50,000 appointments to the Federal Civil Service alone. In addition to the positions in the Federal Civil Service, there are many thousand City and State positions for which our courses prepare. There are thousands of positions open to women and for many of them women are preferred to men.

In order to secure an appointment to any of these positions, however, it is necessary to pass the examination with a high grade. Political influence has no weight, that is, merit alone counts.

It stands to reason that, other things being equal, the one who has had expert assistance in his preparation will secure a higher rating than he who takes the examinations poorly prepared. To be

eligible for appointment, it is necessary to attain a general average of 70 per cent. The ones who pass with the highest grade are appointed first. Suppose you take an examination poorly prepared and secure a rating of 90.56, tenth on the list; the one above you has 90.60; nine are appointed during the year. You are not appointed. A little expert preparation would have raised your rank.

It cannot be too strongly emphasized that, in order to secure early appointment, it is necessary to pass the examinations with a high grade. A man with a college education, but with no special preparation, does not stand as good a chance as the man with only a common school education but who has had the best of personal coaching. Too many candidates think they do not need to have expert instruction and consequently there are many who are disappointed when they receive their marks.

TRIAL EXAMINATION

Correct the following exercise

--- During the early administration of
Washington in his successive removals
out of power. Office was rare. Then the
new republic the founders of regarded
the government as a public trust.
But after a while ^{and} especially in the
Presidency of Jackson, the custom came
in of using the office to reward the
then the political friends of party the
in power. Meanwhile the number of
office grew until the fortunes
and living of many thousands of
people depended upon winning or
losing in a election presidential.
Each great party came to believe that
although the office must be paid by all
the people, yet the place and the pay
belonged only to themselves. Hence it be-
came the custom to for to secure office hold-
ers, including little carriers and clerks --
to pay for their the ^{election} expenses of their own
party. Thus the party in power tried to --
keep power in order to control the
patronage, instead of trying to do any real
good for the nation as it had right to --

READING ADDRESSES (Postal)

This part of the examination requires the competitor to compare a set of printed addresses in which are errors of omission, substitution, or insertion, with a set of the same addresses, written without errors, and photolithographed on a separate sheet.

The competitor makes **no marks** upon the **written sheet** but upon the printed sheet he is required to underscore with a pencil, as is shown in the following, any portion of a printed address which is not a correct copy of the photolithographed address, and by a caret (^) any omissions. The competitor should not insert words omitted or make any written changes in the addresses.

Differences in punctuation and capitalization are not considered errors. Words abbreviated in the photolithographed address but spelled in full in the printed address are regarded as correct if the correct word is printed.

In the following illustrations the written addresses at the left side of the page are assumed to be correct. The printed addresses opposite them are supposed to be the same; but they contain errors which the competitor has indicated by means of underscoring and the caret. In this set of illustrations the printed addresses are shown as corrected by the competitor and ready to pass in.

(Written Addresses-Correct) (Printed Addresses-With Errors Noted)

*Mrs. Jesse Kerrady
Sec'y N.C.T. Union
Schenectady, N.Y.*

Mrs. Jesse Kerrady
Sec'y ^ C T Union
Schenectady N. J.

*W. M. Watson
209 Morgan St.
Phoenixville, Pa.*

W. M. Watson
219 Morgan Ave
Phoenixville, Pa.

READING ADDRESSES

91

Monarch Bldg & Construction Co.
Monardunk Bldg
Pensacola, Fla.

Monarch Construction Company
Monadnock Block
Pensacola, Florida

Mr. Luther Speck
Huntington, Pa.

Mrs Luther Speer
Huntington, Pa

Frank K Drill
Mt Hebron
Ohio
Sigs Painter

Frank R Dill
 ^ Hebron
 Ohio

LB Darrow
79 Satin St.
Providence, R.I.
McCallister & Casper

Sign painter

L B Darling
79 Sabin Park
Providence, R. I
Metallurgist ^ ^

H. J. Schenonann
204 Clark St.,
Jersey City, N.J.

H. J. Shenoman
254 Clark St
Jersey A N. J.

Arthur E Howard
68 Broad St.,
Dept 2 Phila., Pa.

Arthur E. Harvard
68 Broad St.
Phila. ^
^ ^

H. E. McEwen
P. O. Box 503,
Greenville, Ohio
Manufacturer

H. E. McGowen
 ^ ^ Box 503
 Greenville Ohio
 Manufacturer

Miss Annie M Fote
748 Arch. 16th St
Milliner Philadelphia, Pa

^ Annie M Foot
748 N 16th St
Philadelphia Pa

*Saife Foundry & Machine Co.
119 Arbutus St.
Lakewood N.Y.*

Saife Foundry & Machine Co.,
119 Arbutus St.,
Lakewood, N. Y

*Sam'l W Bradshaw
176 Lincoln St.
Scranton Pa.*

Sam'l W Bradshaw
179 Lincoln St
Scranton, Pa

*J. F. Streckenreiter
541 Evergreen Ave
Chicago, Ill.*

J. F. Streckenreiter
541 Evergreen Ave
Chicago Ill

*Mr M Duncan
Maple Road
Weston, Mass*

Mr W M Duncan
Maple Road
Weston, Md

*Laughlin Mfg. Co.
73 Greenwood St.
Detroit, Mich.*

Laughlin & Co
73 Greenwood St
Detroit. Δ

*Mr C. W. Kingston
Wellesbury
Somerset Co, Pa.*

Mr. C. W. Kingston
Δ Wellesbury,
Somerset Co. Pa

*Richard A Gooselea.
44 Greenwald St.
Ishpenning, Mich*

Richard & Gooselea
44 Greenwood St.,
Ishpenning &

Francis D. Roach
Box 509, Barnsville
Ohio

Frank D. Roach
^ Box 509, Barnsville, O.

The Geo. W. Wilkes Mfg. Co.,
Westinghouse Building
Pittsburg Pa
Architects & Builders

The G. W. Wilkins Mfg. Co.,
Westinghouse Building
Pittsburg, Pa.
Architect ^ Builders.

Lt. Col. H. W. Mompson, U.S.A.
Commanding Officer Power Dept.
Dover, N. H.

Lt. Col. H. ^ W. Mompson, U.S.A.
Commanding Officer Power Dept.
Dover, N. H.

In the following illustrations the printed addresses are not corrected but the errors are noted and directions for their indication are furnished

I *Mineral Supply Co.,*
St. Clair
Schuykill Co. Pa.

Mineral Supply Company
St. Clair
Schuylkill Co., Ia.

II *Mr Thomas A Bidford*
Gainesville, Ark.

Thomas Bidford
Gainesville, Ark

III *Cleve Band Twist Co.*
17 So. Church Street
Chicago Ill.

Cleve Band Twist Co.,
17 So. Church St.,
Chicago, Ill

IV *Dr. W. A. McLalkey U.S.A.*
U.S.S. Richmond
Portsmouth, N. H.

Dr. Wm. A. McLalkey, U.S.A.
S. S. Richmond
Portsmouth, N. H.

READING ADDRESSES

- I. "Company" for "Co."—not an error.
 "So" omission— \wedge before "St Clair."
 "Schulkill" substitution—underscore "Schulkill."
- II. "Mr.;" "A" omissions— \wedge before "Thomas" and before "Bidford."
- III. "Cleve" substitution—underscore "Cleve."
 "St." for "Street"—not an error.
- IV. "Wm." for "W.;" "McLalkey" for "McLalker" substitutions—underscore "Wm." and "McLalkey."
 "U." omission— \wedge before "S. S."

The following list of written and printed addresses will furnish sufficient material for practice in this exercise.

Directions:

Select such a group of addresses as can be corrected with ease and accuracy in ten minutes and practice until twenty or more unfamiliar addresses can be corrected in that length of time

Benjamin A Hinkley
Matanzas,
Cuba

Benj. Hinkley A M
 Matanzas
 Cuba

Hon Joseph Choate
U S Ambassador to England,
London, E.C.

Hon. Joseph Choate,
 U S. Amb. to Eng.
 London E. C.

Jameck Carpenter
Kingston
Ont

Jas. B. Carpenter
 Kingston
 Ont.

Mr Alexander A Hirt
Charlottetown
P.E. I.

Mr. Alexander A. Hirt,
 Charlottetown
 P. I.

James D Simms A. M.
Woodstock
R.D. No. 3 Vt.

James D. Simms A B
Woodstock
Vt.
R F D.

Att. Gen Joseph Rayner
Georgetown, D.C.

Att. Gen J. B. Rayner
Georgetown
D. C.

Miss Miriam M Camby
2 Mile Ranch
5 Miles north of Phoenix Arizona

Miss Marion M Camby
Two Mile Ranch
5 Miles North of Phoenix Arizona

James Scully
973 Morse Ave.
Cambridge.
Mass.

James Scullay
937 Morse Ave
Cambridge, Mass

Dry Goods Union
New York City
Secy

Dry Goods Union
New York City

John J. Ahearn
Melrose Boston, Mass. M. T.

John Ahearn
Boston, Mass

Hon. Melville O Fuller C. J. U. S. C.
Washington
D. C.

Hon Melville O Fuller C J
Washington
D. C

May John J Bowen
Grand Opera House
Cincinnati
Post Office Box 1127 Ohio

Mr. John J. Bowen
 Grand Opera
 Cincinnati
 Ohio
 Box 1127

Morris James Britt A.B.
Edgetown
Calif
R.F.D.

Morris J. Britt A B
 Edgetown
 Calif
 F. D.

Palmer European Guide &
Telegraph Code
Liverpool, Eng.

Palmer European &
 Telegraph Code
 Liverpool, Eng.

Wendell W Winter -
Kittery
Me
Vet. Surg.

Wendell W. Winter
 Kittery Jct
 Me
 Vet.

Archibald D MacIntyre
Manitoba
B.C.

Archie S D McIntire
 Manitoba
 B C

Charles F Stone
% Atlantic Coast Dispatch
Charleston
S.C.

Chas. F. Stone
 % Atlantic Coast Dist.
 Charleston
 S. C.

Carl Silzer C E
Scranton
High St. near South
Pa

Carle Silzer E C
 Scranton
 P. A
 6th St.

Mr. S. R. Ellis
50 20 Market St.
Boston, Mass.

S. R. Ellis
 50 Market St.
 Boston, Mass

Mr. R. A. Entwistle L. D.
Tallahassee
Ch White P. M.
Fla

Mr. R A Entwistle L. D.
 Tallahassee
 Florida
 % A. White

Canterbury Oil Co
Austin
Special Tex

Canterbore Oil Co
 Austin
 Texas
 Special.

Theodore York Shoe Mfg Co
Littleton
N.H.

Theodore York Shoe Co
 Littleton,
 N. H.

Phillip Corbett
Sec A.C. Horticultural Soc.
Lynn, Mass.

Phillip Corbett
 Sec. A. Horticultural Soc
 Lynn, Mass.

Mr. E. C. Jones
G. Jordan Marsh Co.
Boston, Mass.

Mr. E. C. Jones
 % Jordan Marsh & Co
 Boston, Mass.

Mr Philip P Dunton
144 Wall St
Personal New York City

Mr Philip Dunton -
 144 Wall St.
 New York City

READING ADDRESSES

Louis Bosch Company
Oklahoma City
South Park Oklahoma

Louis Bosch Company
Oklahoma City
Okla.

Sen. A A Logan
Akron
% Int. Nat'l Bank Ohio

Sen. A. Logan
Akron
% Nat'l Bank Ohio

Mr. George Canner
Jonesport Harbor
Near Eastport. Maine

George Canner
Jonesport
Maine

Cong. A R Saunders
H. of R.
Washington, D. C.

Cong. A R Saunders
House of Representatives
Washington, D. C.

James Mullen Ph.D.
Bartow
Florida

James Mullen LL.D.
Bartow
Fla.

J H Isaacs Ph.D.
14 Wall Street
Pierre S.D.

J. H. Isaacs D D
14 Wall St.
Pierre S. D

A E Dent, Esq.
J. A N Brown & Co
Florence Ariz

A E Dent
% A N Brown Co
Florence, Ariz,

Col. Chas. A. Henderson
Pueblo Col.

Col Charles A Henderson
Pueblo Cal

Arthur Dirkesen CE
Albuquerque
N. M.

Arthur E Dirkeson E E
Albuquerque
N. M.

Brig Gen Isaac Hilman
Lingayen
P. I.

Brig. Gen Isaac Hilman
Lingayen
P. I.

Mr. James T. Monroe
San Juan
P. R.

M. James T Monroe
San Juan
P. R.

Mrs James H Dugan
148 E South St,
Suite 3 Chicag, Ill

Mr. James H Dugan
148 Seventh Street
Suite 3 Chicago, Ill

Messrs. Asa Greenbriah Co
142 Olive Green
Baltimore, Md.

Messrs. Asa Greenbriah Co
142 Olive Green
Baltimore

Mr. A. R. Dickerman
Port Townsend
Washington

A. R Dickerman
Port Townsend,
Washington

READING ADDRESSES

Abel Waterman Junior
 % A C Hendricks
 1444 Broadway
 New York City

Abel Waterman,
 % A C Hendricks
 1448 Broadway
 New York

Joseph Crow
 Ward, Colorado
 By Five Mines

Joseph Crow
 Ward Cal
 Five Mines

Miss Josephine Morrey
 Mulden
 Morrey's Plantation Mississippi

Miss Josephine Morrey
 Mulden
 Plantation Miss

Jacob Inman Co.
 Summerville
 South Carolina

Jacob Inman Co
 Summerville
 S. C.

ABBREVIATIONS

In copying from rough draft in both the typewriting and longhand tests all abbreviations should be written in full. Below are given many of the abbreviations in general use.

Abr. Abridgment.	Col. Colonel; Colossians;
Acad. Academy.	Colorado.
Acct. Account.	Con. Against; In opposition.
A. D. In the Year of our Lord.	Conn. Connecticut.
A. D. C. Aide-de-camp.	Cor. Sec. Corresponding Secretary.
Ad. Advertisement.	Cr. Creditor; Credit.
Adj. Adjective.	Ct., cts. Cent, Cents.
Adj. Gen. Adjutant-general.	Cwt. Hundredweight.
Adm. Admiral; Admiralty.	d. Penny or Pence.
Admr. Administrator.	D. C. District of Columbia.
Admx. Administratrix.	D. D. Doctor of Divinity
Adv. Adverb; Advent.	Dec. December; Declaration.
Agr. Agriculture.	Def. or Dft. Defendant.
Agt. Agent.	Del. Delaware; Delegate.
Ala. Alabama.	Dept. Department.
Alas. Alaska.	Dis. or Disc. Discount.
A. M. Before noon, morning.	Dist. Atty. District-Attorney.
Anon. Anonymous.	Do. The same, Ditto.
Ans. Answer.	Dol. Dols. \$. Dollars.
Apr. April.	Doz. Dozen.
Arab. Arabic or Arabia.	Dr. Debtor; Doctor.
Ariz. Arizona.	E. East.
Ark. Arkansas.	Ed. Editor; Edition.
Atty. Attorney.	e. g. For example.
Atty. Gen. Attorney General.	Eng. England; English.
Aug. August.	Esq. Esquire.
B. A. or A. B. Bachelor of Arts	et al. And others.
Bal. Balance.	etc. or &c. And other things;
Bbl. Barrel.	And so forth.
Brig. Gen. Brigadier-General.	Ex. Example.
Bro., Bros. Brother, Brothers.	Fahr. Fahrenheit.
C. or Cent. A hundred, Centum.	Feb. February.
Cal. California; Calendar	Fig. Figure; Figurative.
Caps. Capitals.	Fla. Florida.
Capt. Captain.	Fri. Friday.
C. E. Civil Engineer.	Ga. Georgia.
C. H. Court-house.	Gal. Galations; Gallon.
Chap. Chapter; Chaplain.	Gov. Governor.
Chron. Chronicles.	Gov. Gen. Governor-General.
Clk. Clerk.	Hhd. Hogshead.
Co. Company; County.	H. I. Hawaii.
C. O. D. Cash (or collect) on delivery.	H. R. House of Representatives.
	Ia. Iowa.

- Id. The same.
 Ida. Idaho.
 i. e. That is.
 Ill. Illinois.
 incog. Unknown, Incognito.
 Ind. Indiana; Index; Indian.
 Inv. Invoice.
 Ital. Italic; Italian.
 Jan. January.
 J. P. Justice of the Peace.
 Jr. or Jun. Junior.
 Jul. July; Julius.
 Jun. June.
 Kan. Kansas.
 Ky. Kentucky.
 La. Louisiana.
 Lex. Lexicon.
 L. I. Long Island.
 Lib. book.
 Lieut. or Lt. Lieutenant.
 Lond. London.
 M. A thousand.
 M. or Mons. Monsieur, Sir.
 Maj. Major.
 Maj. Gen. Major-General.
 Mar. March.
 Mass. Massachusetts.
 Math. Mathematics; Mathematician.
 M. C. Member of Congress.
 M. D. Doctor of Medicine.
 Md. Maryland.
 Mlle. Mademoiselle.
 Mdse. Merchandise.
 Me. Maine.
 Mech. Mechanics, or Mechanical.
 Med. Medicine.
 Mem. Memorandum.
 Messrs. or Mm. Gentlemen.
 Mex. Mexico, or Mexican.
 Mich. Michigan.
 Minn. Minnesota.
 Miss. Mississippi.
 Mme. Madame.
 Mo. Missouri; Month.
 Mon. Monday.
 Mont. Montana.
 M. P. Member of Parliament; Metropolitan Police.
 Mr. Mister.
 Mrs. Mistress.
 Mss. Manuscripts.
 N. North.
 N. A. North America.
 N. B. New Brunswick; Take notice.
 N. C. North Carolina.
 N. D. North Dakota.
 N. E. New England; Northeast.
 Neb. Nebraska.
 Nev. Nevada.
 N. F. New Foundland.
 N. H. New Hampshire.
 N. J. New Jersey.
 N. M. New Mexico.
 No. Number.
 Nov. November.
 N. S. New Style (after 1752); Nova Scotia.
 Num. Numbers; Numeral.
 N. W. Northwest.
 N. Y. New York.
 O. Ohio.
 O. K. Correct.
 Oct. October.
 Okl. Oklahoma.
 Ore. Oregon.
 Oz. Ounce.
 Pa. Pennsylvania.
 Par. Paragraph.
 Pd. Paid.
 P. E. I. Prince Edward Island.
 Penn. Pennsylvania.
 Per or pr. By the.
 Per cent. Per centum, by the hundred.
 Pl. or Plur. Plural.
 Plff. Plaintiff.
 P. M. Afternoon; Evening; Post-master; Paymaster.
 P. O. Post Office.
 Pop. Population.
 Pp. or pp. Pages.
 P. R. Porto Rico.
 Pro tem. For the time being.
 P. S. Postscript.
 Ps. Psalm or Psalms.
 Pt. Part; Pint; Payment; Point; Port.

Pub. Publisher; Publication; Published; Public.	Surv. Surveyor.
Pwt. Pennyweight; Penny- weights.	Surv. Gen. Surveyor-General.
Q. M. Quartermaster.	S. W. Southwest.
Qr. Quarter.	Syn. Synonym; Synonymous.
Qt. Quart.	Tenn. Tennessee.
Ques. Question.	Ter. Territory.
R. River; Rod; Rood; Rises.	Tex. Texas.
Recd. Received.	Thurs. Thursday.
Recpt. Receipt.	Tr. Transpose; Translator; Translation.
Ref. Reference; Reform.	Trans. Translator; Transla- tion; Transactions.
Rev. Reverend; Revelation; Review; Revenue; Re- vise.	Treas. Treasurer.
R. I. Rhode Island.	Tues. Tuesday.
S. South.	U. S. United States.
S. A. South America; South Africa; South Aus- tralia.	U. S. A. United States Army; United States of Amer- ica.
Sat. Saturday.	U. S. M. United States Mail; United States Marine.
S. C. A decree of the Senate; South Carolina.	U. S. M. A. United States Military Academy.
S. D. South Dakota.	U. S. N. United States Navy.
Scot. Scotland.	U. S. N. A. United States Naval Academy.
S. E. Southeast.	U. S. S. United States Senate; United States Ship.
Sec. Secretary; Second; Sec- tion.	v. or vs. Against.
Sept. September.	Va. Virginia.
Serg. Sergeant.	Ven. Venerable.
Serg. Maj. Sergeant-Major.	Vice-Pres. or V. P. Vice-Presi- dent.
Sp. Spain.	Visc. Viscount.
Sq. ft. Square foot or square feet.	viz. To wit; Namely; That is to say.
Sq. in. Square inch or square inches.	Vol. Volume.
Sq. mi. Square mile or square miles.	Vt. Vermont.
Sq. rd. Square rod or square rods.	W. West.
Sq. yd. Square yard or square yards.	Wash. Washington.
Sr. Sir or Senior; Sister.	Wed. Wednesday.
St. Saint; Street.	Wis. Wisconsin.
Stat. Statute.	Wk. Week.
Ster. Sterling.	W. Va. West Virginia.
Subj. Subject or Subjective.	Wy. Wyoming.
Subst. Substantive.	Xmas. Christmas.
Supt. Superintendent.	Yd. Yard.
Surg. Gen. Surgeon-General.	Yrs. Years; Yours.
	&. And.
	&c. And the rest; And so forth.

STENOGRAPHY

THE EXAMINATION.

"The practical test in stenography consists of one exercise of 250 words selected from a speech or some subject containing no technical matter. The dictations are given to all competitors together. A preliminary exercise is given at the rate of 80 words per minute, to familiarize the competitors with the examiner's manner of dictation, but this test is not a part of the examination and should not be transcribed. The regular exercises will then be dictated at different rates of speed, as follows: 80 words, 100 words, 120 words, and 140 words per minute. The matter dictated is different for each exercise. All competitors will be required to take and transcribe the dictation at 80 words per minute, but will also be permitted to take any or all of the remaining dictations at the higher rates of speed. At the conclusion of the dictation the competitors will be allowed ten minutes in which to select any one of the remaining exercises which they may wish to transcribe. The notes of all the tests not to be transcribed will be taken up by the examiner and will not be considered in the rating. The transcript of the notes may be made either with the typewriter or in long hand. Not to exceed one hour will be allowed for making the transcripts. Competitors who take the 80-word dictation and also transcribe one of the dictations at a higher rate will, in determining the ratings on the stenography test, be given the mark on the exercise in which they have attained the higher percentage on speed and accuracy combined, and the other exercise will not be considered. Both speed and accuracy are given equal weights in the rating, the ratings for speed for the different rates of dictation being as follows: 80 words per minute, 70 per cent in speed; 100 words per minute, 80 per cent in speed; 120 words per minute, 90 per cent in speed; 140 words per minute, 100 per cent in speed. The rating for accuracy is determined by the correctness of the transcript."

The following selections furnish exercises for dictation. The student should practice constantly on these and on other similar matter to be found in current newspapers and magazines. The speed should not be greater than the student can handle with accuracy.

Exercise 1.

"Notwithstanding the well known ingenuity of postoffice officials, it is surprising what a number of letters and postcards are undelivered every year through being insufficiently addressed. While some omit the name of the street or town, others forget the all-

necessary stamp. There are others still, in the case of postcards, who seem to forget everything, and drop the cards into the boxes in what may be termed "mint" state. How numerous this latter class is may be seen from the fact that in Paris during a single year 1,800 picture postcards remained on the hands of the postoffice. As these are all new, the Paris postoffice intends to enter the picture postcard business and sell the stock by auction."

Exercise 2.

"Of the many interesting machines used by our government in its daily work, there may be mentioned those used for counting and tying postal cards into small bundles. The machine will count five hundred thousand in ten hours, and tie them in packages of twenty-five each. In doing this the paper is pulled off a draw by two fingers from below; another finger dips into a vat of mucilage, touching the strip of paper in just the right spot. Other parts of the machine wrap the paper about the twenty-five cards, a thumb then presses the spot where the mucilage has been put, then the package is thrown on a carrying belt and delivered. All is done by machine, needing one watcher."

Exercise 3.

"The tests to which steel is subjected are much more rigid than for wrought iron destined for similar purposes. The reasons for this are that the acceptable qualities of one melt of steel offer no absolute guarantee that the next following melt from the same stock will be equally satisfactory. Moreover, steel is much more affected in the various processes of hardening, cold-rolling, overheating, etc., than iron. While soft steel of good quality is for many purposes a safe and satisfactory substitute for wrought iron, a poor steel or an unsuitable grade of steel is a dangerous substitute, for it may range from the brittleness of glass to a ductility greater than that of wrought iron."

Exercise 4.

"A character has been drawn of a very eminent citizen of Massachusetts, of the last age, which, though I think it does not entirely belong to him, yet very well describes a certain class of public men. It was said of this distinguished son of Massachusetts, that in matters of politics and government he cherished the most kind and benevolent feelings towards the whole earth. He earnestly desired to see all nations well governed; and to bring about this happy result, he wished that the United States might govern the rest of the world; that Massachusetts might govern the United States; that Boston might govern Massachusetts; and as for himself, his own humble ambition would be satisfied by governing the little town of Boston."

Exercise 5.

"Any new and useful art, machine, manufacture or composition of matter, or any new and useful improvement thereon, not known or used by others in this country, and not patented, or described in any printed publication, in this or any foreign country, before the discovery or invention thereof by the applicant, and not in public use, or on sale, for more than two years prior to his application, may be the subject of a patent. The main essentials are invention, novelty, utility and priority. By invention is meant that the thing sought to be patented must be the product of the inventive faculty as contrasted with the result of technical skill, the mere aggregation of known elements, or the adaptability of old materials to new uses. By utility is meant that the thing must not be frivolous, insignificant, pernicious or immoral. By priority is meant that the thing has been first reduced to practice in the hands of the applicant, and not that he was the first to apply for a patent."

Exercise 6.

"Our business has been greatly, though indirectly, affected by the action of the Congress on imported articles. The war tariff of 1864 continued to aid the development of industry, and was scarcely changed at all until 1883, when many of the protective duties were increased. The opposition to this high protection was the basis of the presidential elections of 1888 and 1892, the former being won by the protectionist who, in 1890, passed a bill placing many articles on the free list, but increasing the duties on those left. In 1893 a measure ostensibly for revenue only, but in the end involving no real principle, replaced the McKinley Bill; and, in 1897, this, in turn, gave way to the Dingley Bill which was more consistent, but avowedly protectionist."

Exercise 7.

"If they succeed in cutting such a canal that ships of any burden and size can be navigated through it from the Mexican Gulf to the Pacific Ocean, innumerable benefits will result to the whole human race, civilized and uncivilized. But I should wonder if the United States were to let an opportunity escape of getting such a work into their own hands. It may be foreseen that this young State, with its decided predilection for the West, will, in thirty or forty years, have occupied and peopled the large tract of land beyond the Rocky Mountains. It may, furthermore, be foreseen that along the whole coast of the Pacific Ocean, where Nature has already formed the most capacious and sure harbors, important commercial towns will gradually arise for the furtherance of a great intercourse between China and the East Indies, and the United States. In such a case it would be not only desirable, but also necessary, that a more rapid communication should be maintained between the eastern

and western shores of North America, both by merchant ships and men-of-war, than has hitherto been possible with the tedious, disagreeable, and expensive voyage around Cape Horn. I therefore repeat that it is absolutely indispensable for the United States to effect a passage from the Mexican Gulf to the Pacific Ocean, and I am certain that they will do it."

Exercise 8.

"Law is the result of the collective experience, in part, of particular communities, in part, of the human race as a whole. It encourages, protects, or at least permits whatever acts or modes of conduct have been found or believed to be fitting, in accordance with the nature of things and the well-being of men, and therefore right; it forbids and punishes such acts or modes of conduct as have been found or believed to be unfitting, opposed to nature and to human well-being, and therefore wrong. It is far from perfect; it is below the standard of the most advanced minds; but it represents the average knowledge or belief of the community to which it belongs. The laws of any particular state cannot rise far above this average; for laws unsustained by general opinion could not be executed, and if existing in the statute-book, they would not have the nature and force of law, and would remain on record simply because they had lapsed out of notice. Nor can they fall far below this average; for no government can sustain itself while its legislation fails to meet the demands of the people."

Exercise 9.

"Nothing which could add dignity to the United States judiciary should be neglected and, certainly meager salaries inevitably reflect on those who are dependent upon them. Surely the class of men who may be regarded as the final custodians of our constitutional liberties should be provided for, so that old age and sickness need not be an hourly terror for them. It might be properly said that great lawyers are not likely to be attracted to the United States bench by considerations of salary, but many a lawyer of the highest distinction would be very willing to accept a position with a respectable income when accompanied by so much honor. The salary of United States judges need not be set at so high a point as to be a temptation to men to strive for an appointment, but it certainly should not be kept so low as to frighten them away from the most important patriotic service."

Exercise 10.

"The waste which most urgently requires checking varies widely in character and amount. The most reprehensible waste is that of destruction, as in forest fires, uncontrolled flow of gas and oil, soil

wash, and abandonment of coal in the mines. This is attributable, for the most part, to ignorance, indifference, or false notions of economy, to rectify which is the business of the people collectively.

"Nearly as reprehensible is the waste arising from misuse, as in the consumption of fuel in furnaces and engines of low-efficiency, the loss of water in floods, the employment of ill-adapted structural materials, the growing of ill-chosen crops, and the perpetuation of inferior stocks of plants and animals, all of which may be remedied.

"For the prevention of waste the most efficient means will be found in the increase and diffusion of knowledge, from which is sure to result an aroused public sentiment demanding prevention. The people have the matter in their own hands. They may prevent or limit the destruction of resources and restrain misuse through the enactment and enforcement of appropriate state and federal laws."

Exercise 11.

"No truth in economics is better established or more generally recognized than that general property taxes can be, and are, largely shifted from those who pay them in the first instance to those who appear not to pay anything. So much of these taxes as fall upon unimproved land are paid first and last by the owner, and so of taxes falling upon real estate wholly consumed, as it were, by the owner—his dwelling-place when no part of it is rented. But these properties constitute only a very small proportion in value of the total property subjected to the general property taxes. Upon practically the rest of the total the taxes fall only to be passed on to renters of rooms and houses, to buyers of goods in the stores and to consumers in general of the things which make up the necessities and luxuries of living. And the consumers are all of us, and consumption taxes for the most part are proportioned to numbers rather than to wealth.

"Therefore the non-property-owners pay a very large proportion of the costs of State and local governments—how large can not of course be accurately known, but it must be fully one-half and is probably more. And the national Government, with its indirect taxes on consumption as the whole source of its revenue, loads its cost burden also and to an even greater extent upon the people according to their needs and not according to their ability to bear the same."

Exercise 12.

The power to levy a tax properly belongs to the legislative power. The collection of it involves the exercise of judicial and executive functions. The Legislatures levy the tax—direct that a demand shall be made on the owner of the land for the tax charged against it, and if payment is refused, authorize the collector to seize the body or goods of the delinquent, and in case satisfaction is not had in one or the other of these modes, power is conferred upon the collector

to sell and convey the land itself. Now, before the power to sell the land can exist under the law, the fact of the levy and non-payment of the tax, the demand and return of no goods, or that the body cannot be found, must exist. These facts must be ascertained to exist before the power of sale attaches. Whether the power to decide the question of delinquency is vested by law in the regularly constituted judicial tribunals, or in those specially instituted for that purpose, or in the collector himself, can make no kind of difference; it is the exercise of judicial power, and the officer who sells performs an executive function; as that in point of fact, the legislative, judicial, and executive departments of the government, all aid in the execution of the taxing power.

Exercise 13.

"In appraising at the *ad valorem* rate the examiner must often take into account other considerations than the obvious intrinsic value of the materials. Take imported gowns, for instance. Creations bearing the label of Félix, Worth, or any of the famous modistes, will often pay twice as much duty as gowns that are actually superior in every way and yet were made by less known modistes. The appraisers properly contend that if the purchasers of these gowns are willing to pay high prices for these reputations then the reputations are a dutiable asset.

"It is such nice questions of classification as these that, originating with the examiners, come before the Board of General Appraisers and are, in a large proportion of cases, appealed to the courts, where they may take years to be finally decided. And that is why it takes so long to establish precedents in regard to the administration of the tariff. But in recent years the splendid efficiency of the Board of General Appraisers has done much to relieve the congestion of customs cases on the court calendars.

"Thus through this Board of General Appraisers percolate the problems that arise from time to time in the daily work of the examiners, and it is chiefly through their recommendations that improvements in the customs administrative laws come about. In many specific ways is Congress guided by the experiences of the men whose task it is to find some practicable way of applying the more or less complicated provisions of the tariff. And the net result is that what progress is possible toward the ultimate establishment of an equitable and efficient tariff is marked, not by the evolving of abstract theories, but by the practical tests given the law in the hands of the men who administer it."

Exercise 14.

"A life-saving crew is composed generally of a keeper and from six to eight surfmen, although the number depends a great deal upon the nature of the service they are to perform, in some cases a larger crew being necessary to man a station properly. At most of the

stations on the Atlantic Coast an extra man is put on during the winter season. A surfman must be a citizen of the United States, not under eighteen nor over forty years of age when originally enlisted, able to read and write the English language, physically sound, a good swimmer, and experienced in the management of boats. Appointments are made upon examination and certification by the Civil Service Commission. Great care is exercised in selecting the men, no one being admitted or promoted to a higher grade who has not furnished manifest proof of his fitness for the position. A vacancy in the keepership of a station is filled by the promotion of a surfman judged to be the most competent available man in the district.

"The Keeper is intrusted with the care of the buildings and their contents and the government of the station. He is captain of the crew over which he has control. In the boat he takes the steering oar and at other times directs the operations. The crews are put through a rigid course of drills, recitations, and inspections, which the keeper carries out on specified days each week, weather and surf permitting, while the district officers and others in authority make frequent visits to the stations. The drills, which the regulations of the service prescribe, are with the beach apparatus (each station has a drill-ground on which is a wreck pole representing the mast of a stranded vessel), surf and life boats, life-car, international and general service signal codes, method of resuscitating the apparently drowned, etc. Keepers and surfmen provide themselves with uniforms which they are required to wear at all times when on duty."

Exercise 15.

"I desire now to direct attention to the fact that this measure works the necessary reform in our monetary affairs in accordance with the principles of sound monetary science. It recognizes the incontestable truth that paper currency, to be kept at a parity with standard money, must be convertible into it directly or indirectly. Daniel Webster declared that something must be discovered that has hitherto escaped the observation of mankind before you can give to paper intended for circulation the value of a metallic currency any longer than it is convertible into it at the will of the holder. Another sound doctrine underlying the measure is that the circulating medium of a commercial country should be for most obvious reasons that which is the circulating medium of other commercial countries, or be capable of being converted into that medium without loss. With all the leading commercial nations on the gold standard it is necessary for the United States to maintain that standard also, in order to escape great inconveniences and losses to which we would be subject if the par of exchange between ours and the countries with which we deal should be broken.

"This measure also recognizes the salutary and constitutional principle that it is the duty of the Federal Government to control the circulating medium of the country and provide for the main-

tenance of its parity with the standard money. It has been frequently asserted that the need of a uniform and stable system of national currency, safeguarded by the Government, so it would be current all over the country, was the chief object of the first bank of the United States, and one of the considerations that led to the Federal Convention in 1787 to draft a constitution.

"Washington foresaw, some writers say, that the confidence reposed in the United States under the Constitution would impart to whatever currency was authorized by Congress greater authority and value than could attach to anything emanating from any State.

"Webster said that the fathers who made the Constitution foresaw that paper currency bearing the mark of the Union, the American eagle, would command universal confidence throughout the country. There were more reasons, said he, for the prosperity of the national bank than the utilities it was so well calculated to perform. There was something that touched men's sentiments as well as their understandings. There was a cause which carried the credit of the new born bank as on the wings of the wind to every quarter of the country. There was a charm which created trust and faith and reliance, not only in the great marts of commerce, but in every corner into which money could penetrate. That cause was its national character. It had the broad seal of the Union to its charter."

Applicants for the Stenographer examination will find it to their advantage to read all the newspaper and magazine articles they can find pertaining to the following subjects:—

Forestry	Railroads	Woman Suffrage
Agriculture	Postal Savings Banks	Good Roads
Education	Congress	Immigration
Panama Canal	Navy	Labor
Tariffs	Pure Food	Taxation
Trusts	Meat Packing	Parcels Post
Army	Fish-Culture	Life Insurance
Irrigation		

The directions given on pages 17 and 38 of Volume II will be found helpful in this subject. It is splendid practice to take sermons and speeches. In doing this it is advisable to attend meetings where the applicant will become accustomed to different speakers and different rates of speed.

TYPEWRITING

TYPEWRITER EXAMINATION.

Copying from Plain Copy.

In this subject the competitor will write with the typewriter an exercise consisting of 450 words, paragraphing, spelling, capitalizing, and punctuating precisely as in the copy.

Both accuracy and speed are considered in rating this examination. Accuracy has a weight of 3 and speed a weight of 2.

Copy the following exercises, striving first for accuracy and then for speed. Correct the work and observe that each error is due to inexcusable carelessness.

Exercise 1.

"Seven hundred pages of figures with hardly a line of reading matter to go along with them would not make reading that would stir up as much enthusiasm as a dime novel stirs in the average small boy, but at the same time the book of figures just issued by the department of commerce and labor contains some facts that are of general interest to the person who likes to know how the country is getting along. Thirty years ago the treasury department began issuing the book of statistics, and the first one that came out contained but a little over 100 pages of figures, but we have grown since then, and today more than 700 are required to tell about the various things that the government takes the trouble to investigate. Our total area today, including Alaska, is about the same as that of all Europe. When the 13 original colonies were conceded by the peace treaty of 1783 the number of square miles in them was only 828,000; their present area, however, is but 326,000, the remaining 502,000 square miles being now in 13 other states, while the remaining 24 states and territories were created from territory added by purchase or annexation. Some 88,000,000 people occupy this territory and of that many, about one-third live in the 13 original states, another third in the areas which were ceded by these states to the common Union, and the remaining third in the territory acquired by purchase or annexation. In the year 1800 there were but 1,000,000 negroes in the United States, while in 1900 the number had increased to nearly 9,000,000. Our present developed water power is estimated at 5,357,000 horsepower; our coal supply is about 3,135,708,000,000 tons, while the output from the mines in 1907, the year in which we reached our largest production, was 429,000,000 tons. In 1850 the wealth of the United States was but \$7,000,000,000,

whereas in 1904 it had reached \$107,000,000,000, the average wealth per capita being \$1,310. The wealth production on farms in 1897 was \$4,250,000,000, while in 1907 it was \$7,412,000,000.

Exercise 2.

"The plebeian but popular peanut is the subject of a bulletin just issued by the agricultural department, wherein it is made clear that this boon companion of popcorn, candy, red lemonade and the gods of the high-pitched gallery of the theaters of melodrama made a crop last year which was worth \$12,000,000. Few indeed of the people who devour the peanut know anything about the whence-ness of its coming or the process of its growing. They know that they can buy the little fellows raw, parched, or salted at almost every street corner, and that they are one of the items on the circus grounds, but they don't know much more about peanuts. The truth of the matter is that no one knows just whence the peanut did come. There are several allied species of the plant in Brazil and it seems quite likely that the common peanut originally came from tropical Central America. It first came into the United States during the earlier days of the colonies, but did not rise to the point of popularity where they could be counted on as a commercial factor until about 1870. It is now raised principally in the Southern states, and will grow on almost any farm where there is a light sandy soil with plenty of lime and a little iron in it. It is planted at about the same time corn is, and is put into the ground in much the same way, in rows 30 to 36 inches apart, and the plants from 7 to 9 inches apart. The nuts grow under ground and are dug as a rule before the first frost. The vines are valuable as fodder. From the farm the peanuts go to the factory, where they are brushed, cleaned and bagged, and when they leave the place they are ready for use. They are shipped for roasting purposes or ground up, the oil extracted, and the pulp made into butter. This method of treating the nut is recent, but the oil is valuable for cooking purposes, and it is also used in making cakes and candies. Botanically the peanut belongs to the same group of plants as do beans and peas, and properly speaking the peanut is a pea, rather than a nut, the term "nut" having been applied on account of the flavor. The "goober" is growing more and more popular every year, and esthetic indeed must be the crowd wherein the crunch of the peanut does not break upon the silence or mingle with the other sounds."

Exercise 3.

"No more convincing study can be had than that of the economic waste placed upon the shoulders of the 85,000,000 people of this land from the almost criminally shameful condition of 2,000,000 miles of road. Every pound of farm products brought from rural sections to thickly populated centers has placed upon it a fictitious value, because it costs the farmer more to transport it than it would cost him were the roads in passable condition.

"Everybody who thinks must concede the evident fact that if a farmer with two horses can draw but 600 pounds to market in five hours, he would save money if with one horse he could haul 1200 pounds in two hours. Were the roads in good condition he could do that and more. Any saving in hauling a ton of farm product would bring a benefit not alone to the farmer, but to the consumer, and if the product hauled each year was large, it is not hard to figure that the saving would be large. Figures have been assembled to prove that owing to the frightful condition of almost all American roads, it cost 25 cents a ton a mile to haul. The superb roads of the old countries of Europe make possible the hauling of farm products at 12 cents a ton a mile. Therefore, every ton hauled costs the American farmer 13 cents more per mile than the farmers of the old country are forced to pay. The average length of haul of farm products in the United States is 9.4 miles; therefore, were our roads as good as those of France, the farmers' gain would be 9.4 times 13 cents, or approximately \$1.23.

"Let us see what that amounts to in a year in hauling but a portion of the products which traverse the country roads in wagons. The United States department of agriculture, through its office of public roads, has collected the figures and they may be accepted as approximately accurate. During the crop year of 1905-6, 85,487,000,000 pounds of farm products, consisting of barley, corn, cotton, flaxseed, hemp, hops, oats, beans, rice, tobacco, wheat and wool were hauled from the places where they originated to shipping points. This vast weight did not, by any means, include all of the crops produced, the most notable exceptions being truck products and orchard products, the tonnage of those two amounting high in the millions. Neither did it include any figures for forest or mine products, nor for those things which go in wagons from the cities back to the country districts. Were all those included, one may easily see what a vast annual saving would be made. As it is, however, of the figures quoted above at a saving of 13 cents per ton mile, the cash benefit to the farmers would be \$58,900,000.

"Beyond that, however, the Inter-state Commerce commission has assembled other freight figures, a most conservative estimate and most liberal deductions from their figures tending to prove that 250,000,000 pounds are annually hauled. By the same method of figuring as that adopted above, the hauling of this would result in a saving of about \$305,000,000 a year. It would appear that so vast a sum should not be annually thrown away, simply because those responsible for appropriations of money to construct roads cannot be brought to a realization of their tremendous importance. The time for an awakening is here, and the quicker the awakening occurs, the greater the benefit the farmer will enjoy."

Exercise 4.

"The Bureau of Animal Industry of the Department of Agriculture has just issued a circular by Milo M. Hastings, presenting the results of a study made during the past year of the conditions

surrounding the production and marketing of eggs. It appears that there is an enormous loss due to the spoiling of eggs, which could be largely prevented by improved methods.

"According to Mr. Hastings, the bulk of the poultry wealth of the United States is to be found on the general farms of the Mississippi valley. Some idea of the growth of the poultry industry on these general farms is shown in the case of the state of Kansas, where exclusive poultry farms are practically unknown, yet the value of poultry and eggs sold has increased over a million dollars each year for the past five years.

"The total loss to the egg trade caused by the needless deterioration runs into large figures. The causes of the losses and their estimated proportion to the total crop value are summed up as follows: Dirty eggs, 2 per cent.; breakage, 2 per cent.; chick development or heated eggs, 5 per cent.; shrunken or held eggs, 5 per cent.; rotten eggs, 2.5 per cent.; moldy or bad flavor, 0.5 per cent.; total, 17 per cent.

"The loss from chick development or heated eggs is probably greater than from any other source, and is especially heavy during the summer in the South and West, where it amounts to 25 or 30 per cent. of the eggs produced during the heated season. The responsibility for heated eggs is almost wholly with the farmer, although the rural buyer and the freight handler are in nowise innocent.

"To save the millions of dollars which are carried down our sewers in the shape of bad eggs,' says Mr. Hastings, 'we must have, first, a campaign of education among egg producers that will show every farmer's wife that when eggs are allowed to remain in damp nests, under broody hens, or in hot kitchens, there is a loss in quality which means an actual loss in money to herself and to her neighbor; and, secondly, a system of buying eggs that will as nearly as possible recompense every producer who sells eggs exactly in accordance with what those eggs are worth. Above all else, the infallible rule concerning the marketing of eggs is for the farmer to sell his eggs as soon as possible after they are laid.'

"The profits of the city retailer are by far the largest item in the marketing of eggs. An approximate idea of the profits of the various handlers of eggs may be obtained from the following figures showing the elements of cost of a dozen eggs purchased by a New York consumer:

	Cents.
Paid to the farmer in Iowa	15
Profit to the country store	0
Gross profit of the shipper . . . . .	.75
Freight to New York	1.5
Gross profit to receiver . . . . .	.5
Gross profit to jobber	1.25
Loss from handling	1.5
Gross profit of retailer	4.5
Cost to consumer	25

Supplementary exercises for practice in this subject may be found under "Stenography," pages 91 to 98 and under "Composition," pages 38 to 47.

ROUGH DRAFT.

For explanations and exercises in this subject see pages 60 to 76. The same principles apply to the rough draft given in the typewriter examination as in others. The exercises referred to above are intended for use in preparing for this subject.

The copy furnished to the competitor is usually a photolithograph of a sheet which has been typewritten and then interlined, transposed, or otherwise changed.

Both accuracy and speed are considered in rating this subject, accuracy having a weight of 3 and speed a weight of 2.

The following photolithographs illustrate the character of the test given in this examination.

Rough Draft

Exercise 1.

Although several differing opinions^{exist} as to the invention of the art of printing^{ist}, as to the individual by whom the art of printing was first discovered, yet all authorities^{concur in admitting} are agreed that Peter Schaeffer^{to be} was the one who^{invented} first discovered^c fast Metal^m types^{learned}, having been taught the manner of^{art} cutting the characters^{from} by the Gutenbergs, the inventors of movable types. The following testimony is preserved in the family^{of Ascheffenburg} records by Jo. Fred Fanstus^{was formerly lived} in Ascheffenburg.

Exercise 1.

Corrected.

Although several differing opinions exist as to the individual by whom the art of printing was first discovered, yet all authorities concur in admitting Peter Schaeffer to be the one who invented cast metal types, having learned the art of cutting the characters from the Gutenburgs inventors of movable types. The following testimony is preserved in the family records by Jo. Fred Fanstus of Ascheffenburg.

Rough Draft

Exercise 2.

It was ^{by} ~~predicted~~ ^{those who advocated the enactment} by the ~~advocates~~ of the Civil Service law that the temptation to make ^{unjust} removals would ^{gradually} ~~disappear~~ ^{removal of the} with the ~~former~~ to control appointment to ^{thus made} ~~vacant~~ positions. This prediction has been largely fulfilled. ^{Civil Service Act intend that} The ~~act~~ did not ~~prevent~~ ^{should be retained} from retaining incompetent persons in office. The ^{and its essential for proper reasons are} authority of removal ^{it} is necessary for the efficiency and ^{public} the discipline of the Service. The power of removal is not affected by the rules or the law ^{further than} except that ~~none~~ removals shall not be made for religious or political reasons. The results under the ^{present} new system are ^{in every respect} more satisfactory than under the ^{old} other system. There are restrictions, in regard to the reinstatement of ^{persons} those who have been ^{dismissed delinquencies} removed for ~~disqualifications~~ or misconduct, while ^{in office} inefficient employees & persons who should have been discharged for ^{or misconduct not only} delinquencies, were kept without regard to their failings, but when some of them were ^{dismissed} discharged ^{proper} for good reasons, they had sufficient influence ^{often} to ^{get back into} return to the service, such reinstatements cannot ^{now} be made under the ^{Civil Service} present rules.

under the old system

TYPEWRITING

Rough Draft

Exercise 3.

said he "Yonder, is one whose years *have calmed* his passions; *but not clouded his reason*; by inquiring 'what are his sentiments of his own state, let us close the disquisitions of the night, that we may know whether youth alone is to struggle with vexations, and whether any better hope remains for the latter part of life'. Here the sage approached, *and saluted*

"Sir, said the princess an evening walk must give to a man of learning *like you* pleasures which ignorance can hardly conceive. You know the causes and the qualities of all that you behold, the periods in which the planets perform their revol., the laws by which which the river flows. Everything must supply you with contemplation and renew the consciousness of your *own* dignity.

"Lady, answered he, let the gay, *and the vigorous* expect pleasure in their excursions; it is enough that age can obtain ease. To me the world has lost its novelty; *look around and* I see what I remember to have seen in *other* happier days. I cast my eyes upwards, and think on the vicissitudes of life." The princess had known many who enjoyed pleasure no longer than they could confine it to themselves.

fit them on the changing moon

COPYING AND SPACING.

In the copying and spacing test the competitor is to make an exact copy of an exercise similar to those shown in the following pages, reproducing it accurately in every particular, including punctuation and other marks, and preserving all spaces between lines and between words, figures, and characters, and the relative position of the lines on the sheet. The copy furnished to the competitor is a photolithograph of a sheet which has been typewritten and so prepared that it may be reproduced on any style of typewriting machine.

Each of the following exercises should be typewritten several times until the student is familiar with all the forms used and is able to do the work both accurately and rapidly.

Exercise 1.

During the year a postmaster's account was as follows:

		Cancellation				Sales of:			
Quar-	Box-	2¢	1¢	Postal:	Stamped	Waste	Sales of:		
ter	rent:	stamps:	stamps:	cards	envs.	paper	Twine	Salary	
First	\$89.00:	\$54.00:	\$22.50:	\$7.16	\$52.00	\$0.65	\$3.84	\$193.00	
Second:	63.00:	73.45:	14.90:	8.17	38.54	.82	2.19	165.84	
Third	78.19:	58.91:	16.70:	3.84	33.93	.94	4.48	169.47	
Fourth:	68.75:	72.36:	13.82:	7.95	49.71	.38	6.85	179.28	

Exercise 2.

States	Live-stock Products				Indian	Oats	Irish		
	Wool	Milk	Butter	Cheese	Corn	(Bushels)	Potatoes		
	(Lbs.):	(Gallons):	(Lbs.):	(Lbs.):	(Lbs.):	(Bushels):	(Bushels)		
Maine	864,00:	7,969,79	593,315:	96,052	380,462	668,909	251,430		
New Hampshire	717,14:	2,633,26	942,840:	41,235	988,806	892,243	916,641		
Vermont	118,88:	9,712,06	314,063:	69,586	700,688	316,141	474,971		
Massachusetts	241,31:	2,118,88	358,706:	22,90	330,900	388,819	959,272		
Rhode Island	126,50:	2,241,31	965,456:	24,631	253,810	100,520	330,883		
Connecticut	41,02:	4,414,82	196,095:	12,566	471,979	593,691	657,447		

TYPEWRITING

Exercise 3.

Statement made by
TREASURY DEPARTMENT
of Customs Business.

Districts and ports.	Fiscal year ended June 30, 1901.				
	Tax.	Re- ceipts.	Value of exports. For- eign.	Do- mestic.	Ex- penses.
Saco.....	\$29:	\$53:	\$430:	\$657:	\$476 :
Brunswick.....	12,534:	14,744:	22,654:	54,020:	98,327 :
Albany.....	151,364:	151,997:	107:.....	163,682:	13,187 :
Humboldt.....	143:	198:	.....	.....	3,027 :
Milwaukee.....	419,234:	420,234:	1,782:.....	.....	18,354 :
Erie.....	83,385:	84,448:	230:.....	29,744:	6,337 :
Bristol.....	578:	1,257:	88:	134:	1,489 :
Edgartown.....	331:	478:	.....	.....	2,319 :
Cape Vincent.....	29,749:	29,880:	13,946:	136,590:	14,890 :
Burlington.....	.....	14:	.....	.....	162 :
Cleveland.....	747,560:	750,100:	1,757:	368,825:	32,316 :
Gloucester.....	6,135:	7,137:	1,000:	404:	14,901 :
Pembina.....	71,023:	277:	10,308:	64,367:	13,672 :

The receipts for 1901 are \$20,444,485.64 greater than for 1900, the next highest in our records, and of the increase \$11,-852,737.01, considerably more than one-half, is from customs revenue.

The net growth of expenditures for the year is \$22,253,561.00. The surplus for the year is kept at \$77,717,984.38, x x x which is only \$1,809,075.80 less than in 1900. The expenditures for 1890 were exceeded by those of 1863, \$718,734,276.18.

UNIVERSITY OF CALIFORNIA LIBRARY
BERKELEY

Return to desk from which borrowed.

This book is DUE on the last date stamped below.

DEC 17 1947

6A Sep '49 GE

7 Feb '50 GE

28 Feb '51 CD

10 Mar '52 AR

25 Feb '53 LW

5 Nov '54 JB

NOV 10 1954 LW

17 JUL '59 CF

REC'D LD

JUL 17 1959

JAN 15 1960

LIBRARY USE

JAN 15 1960

REC'D LD

JAN 15 1960

REC'D LD

MAR 31 '64-10 PM

DEAD

LD 21-100m-9,'47(A5702s16)476

YB 08416

